

Childhood Education

THE MAGAZINE FOR TEACHERS OF YOUNG CHILDREN

FRANCES MAYFARTH, Editor

*Published for the purpose of stimulating thinking rather
than advocating fixed practice.*

Volume XV

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Next Month—

■ "Seeing Skills and Concepts in Their Proper Perspective," the theme for the January issue, is to be presented by the following capable contributors: "Language Arts in the Active School," by Clara Belle Baker; "Readiness for the Thinking Side of Reading," by M. Lucile Harrison; "Pupil Growth Through Number Experiences," by Mary C. Wilson; "The Environment as a Contributing Factor," by Elga M. Shearer; "Skills in the Modern School Program," by Gertrude Hildreth; and "Children's Number Concepts and Needed Skills," by Josephine McLatchey.

■ Mary Dabney Davis, senior specialist in nursery, kindergarten, and primary education, U. S. Office of Education, who co-operated in the planning of this issue, will prepare the leading editorial.—*The Editor.*

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Christmas Bells

Smooth, dignified

Old Song
arr. by Alton O'Steen

The musical score for 'Christmas Bells' is written for voice and piano. It features a treble and bass staff with a key signature of one sharp (F#) and a 4/8 time signature. The melody is simple and repetitive, with long notes that are held to imitate the sound of bells. The lyrics are: 'O hear the hap-py chime* Of bells at Christ-mas time, Of peace on earth, good will to men Their voi-ces rhyme.'

* The long tones should be held, in imitation of the sustained quality of bells.

Dame, Wake Up and Bake Your Pie

Fairly fast

Old English
arr. by Alton O'Steen

The musical score for 'Dame, Wake Up and Bake Your Pie' is written for voice and piano. It features a treble and bass staff with a key signature of one flat (Bb) and a 4/8 time signature. The melody is more complex and rhythmic than the first song. The lyrics are: '1. Dame, wake up and bake your pie, bake your pie, bake your pie, Dame, wake up and bake your pie, On Christ-mas Day in the morn-ing.'

2. Guess what's in the Christmas pie, Christmas pie, etc.
On Christmas Day in the morning.
3. Meat and apples and spice, say I, spice, say I, etc.
On Christmas Day in the morning.
4. Eke there's mirth and jollity, jollity, etc.
On Christmas Day in the morning.

AT THE Horace Mann School, Teachers College, New York City, these two songs have been loved and sung for a number of Christmas seasons. They were introduced there by Mrs. Helen Latham Comstock, who chose them for *Childhood Education* and who recommends them cordially to you and to your children.

Editorial Comment

Enjoying Our Children An Art, a Privilege, a Responsibility

TO ENJOY our children is to live with them; to live with them is to share deeply their experiences—emotional, spiritual, mental; to practice self-forgetfulness and to enter unconsciously into their hearts and minds. This is an art, but one which can be achieved and one which pays rich dividends.

Witness a tall, stooped, gray-haired man clad in overalls—the school janitor—standing in the open door of the kindergarten room. His shoulders shake, his broom trembles, as he listens to the children hilariously enjoying one of their games. "It sure do my heart good, Miss Jones," he says, "to hear them kids laugh—right from their stomicks up." His eyes water as he shuffles on his brush-and-broom path and one feels that a smooth gladness will encompass him for the rest of the day. He has shared real joy.

In the same kindergarten John and James are experiencing the thrill which comes with recognition of ability to read. They find their own names on their lockers. "I can tell mine because it has a snake on the end of it and John's has a hump," declares James. The sparkle in the listening teacher's eye lets James know that she shares with him his delight in finding a meaning in the funny little marks. A shared experience is much richer than one which is developed alone. Fewer failures in life would result if more successes were shared.

WITH OLDER children today there is a frankness, a fearlessness, an honesty in dealing with life's problems that startles some adults. But how refreshing such open thinking can be to an older person: To see life as youth looks at it is to understand youth and to feel the cobwebs of musty years being brushed aside. Youth's thinking will be tempered by time, but its earnestness is invigorating. It is a privilege to share it.

To the little child Christmas means anticipation, mystery, love, happy giving, beautiful sights and lovely sounds—these and more are the feelings Christmas arouses. To forget oneself, to live these feelings with the children, is to give both child and adult a wealth of joy and contentment. This is the blessed privilege and sacred responsibility of those who work with children.—D. E. W.

Peace Be With You

"**P**EACE Be With You." But how can there be peace when men all over the world—in China and Japan, in Spain and Africa, in Russia and in Germany—are torturing one another? From almost every land we hear of conquest by force, purge by blood, supremacy by foul means. Even the Holy Land is torn and ravaged by man's struggle against man. Everywhere men see evil, hear evil, believe evil. Yet at this time of the year we again say to one another, "Peace Be With You." Are the words an outworn shibboleth, or can we once more give them substance and meaning? Are we bound to walk through the world burdened with the shackles we have in part inherited and in part earned for ourselves, or shall we remember that peace like war is man made?

In our youth we read of the Dark Ages. They seemed to be the remnant of a past that could never come again. Seemingly a cycle has made its round. We look about us and know that the incredible has happened. Once more we are living in a darkened age. Peace is not with us.

Men must have delved deep for the strength, the courage, and the wisdom that brought them out of those other dark and cruel times. The strength of our ancestors is our strength, the wisdom of the ages is ours for the seeking, the courage of countless generations is our heritage. What are we going to do with our wisdom, our strength, and our courage? Can we use them to recreate peace?

PEACE will come again when human beings everywhere demand, create, and cherish it. It will come not out of our distant longings, but out of our immediate persistent strivings. So long as we permit lies and injustice to go unprotected, so long are we the silent allies of injustice and of lies. Our silence, our indifference, our self-concern contribute to the degeneration of all about us. On the day that we become identified with the crucified of the world, on that day shall we protest injustices everywhere and begin to recreate peace. Only then can we look forward to the time when men shall once again greet one another honestly and say with meaning those words that through the ages have brought with them a sense of comfort and security—"Peace Be With You."

—Rose H. Alschuler, director of *Winnetka Public School Nurseries and WPA Nursery Schools of Chicago.*



BY VIRTUE of the children's faith, the reindeer are still tramping the sky, and Christmas Day is still something above and beyond a day of the week. We have to sit and pretend; and with disillusion in our souls we do pretend. At Christmas it is not the children who make-believe; it is ourselves.—*Arnold Bennett.*

Christmas Once Again

NEITH E. HEADLEY

BACK from the Thanksgiving holiday and it is now time to give serious thought to plans for the Christmas season. Over the holiday week-end the people of our city have walked the streets in throngs to see the clever, ingenious, unique, and often elaborate street and window decorations—mechanical and otherwise—which foretell the coming season of gifts, toys, and playthings for all.

Although we do not choose to begin our preparation for Christmas in the spirit suggested by the sidewalk throngs, yet it seems only reasonable that in our first meeting after Thanksgiving, time should be given to a consideration of the enjoyment which these decorations have afforded the children, young and old alike. Practically every child will have seen the down-town streets and windows. Obviously the teacher also should have seen the decorations. There is at this meeting no dearth of conversational material.

THE FIRST CHRISTMAS STORY

After the children and the teacher have shared together their appreciation of the pre-Christmas bedecked city the teacher makes it a point to talk with the children about the whys and the hows of the first Christmas. During this first period attempts are made to bring into the discussion the fact that all people do not celebrate the birth of the Christ Child. This is no more strange than is the fact that every family does not celebrate the birthday of—for example, John, Barbara, or Jean. Each family naturally celebrates its own birthdays. Later the special Chanukah season which the Jewish children celebrate or the Spare-a-Sheep Day which the Turkish children of Moslem faith celebrate are discussed. Descriptions of other celebrations may be included to fit the needs of the group.

Once having taken a stand on the subject

Beginning with the children's interest in the Christmas preparations of downtown stores, Miss Headley, University of Minnesota, describes the guidance given and the activities developed in making Christmas festivities at school meaningful and happy.

of celebrating Christmas we feel justified in discussing further the facts and the myths surrounding the happenings of the first Christmas season. With the figures of the crèche we tell the story, emphasizing that it is the *story* of the first Christmas. The telling concludes with the idea that people from far and near brought gifts to the Christ Child, and that all through the years since, it has been a custom to give gifts on Christmas day, not to the Christ Child for he lived long ago, but to those whom we love. The children are lead from this point to a consideration of the individuals whom they love and to whom they would like to give gifts. Mother and father naturally head the list.

The matter is dropped here for the day and thought is given to seasonal pictures or other room decorations which will let people know that we, as well as the people of the down-town world, are thinking of the gayness of the festival season. As the children go about their work one may expect and secretly hope to hear strains from the Christmas carols being tried out either by groups of children or by individuals. Christmas is the season, more than any other, when music seems unhampered by time or place.

PLANNING AND MAKING GIFTS

On the next day the story with the crèche is usually repeated by request. Following its telling the discussion centers around the gifts the children would like to present to their

parents. As is to be expected the suggestions range all the way from drums and scooters to dresses and fur coats. It is pointed out that in giving one must consider not only what the recipient would enjoy but also what the donor is able to give. The children are encouraged to talk with their parents to find out in, of course, a round-about fashion, what it is that they would like. It is suggested that they might ask father if he has heard mother mention anything she would like, and vice-versa. At story time on this second day the group enjoys the Snipp, Snapp and Snurr account of deciding upon and getting the gift for their mother.

On the third day one may expect specific plans to pour in. If there have been older brothers and sisters in school the products of earlier "labors of love" will doubtless be suggested. These suggestions may include such tried-and-tested articles as calendars, telephone pads, ash trays, pin dishes, pencil holders, trays, book-ends, footstools, decorated paper plates for fruit, candles and candle-holders, as well as other more refreshing suggestions—a window cleaner, a pocket purse, a brush for polishing shoes or "something to stand your dirty overshoes on."

For each child a filing card is prepared. On this card the child's name and the individuals for whom he wishes to make gifts are written. As he formulates his plans the name of the article chosen is written opposite the individual's name. Sometimes, of course, the child's hopes of execution far surpass his ability, but a check record is kept of the articles started and the articles finished. Each day the list is read to make sure that progress is being made in the execution of the plans.

The story of the first Christmas as presented pictorially by the Petershams is shared with the children sometime in these days of preparation. If the children ask for the text, it is again brought to their attention that this is the *story* of the first Christmas. Sometimes a section from Lauren Ford's *The Little Book About God* is used to supplement the Peter-

sham book. The pictures as well as the text in the Ford book give a very simple, artistic, and wholly delightful Christmas background.

As the Christmas season draws nearer the receiving side of the day is definitely brought to the foreground in the group discussion. The teacher introduces or prefaces this by an account of the way in which children in other countries *play* they receive their gifts. In outline the facts presented are the following:

In Ameliar-Anne's country, in England, the children *play* that Father Christmas brings their gifts.

In Pelle's country, Sweden, the children *play* that the Yuletumnte brings their gifts.

In Frere Jacque's country, France, the children *play* that the Bonhomme Noel brings their gifts.

In Germany the children *play* that the Weihnachtsmann brings their gifts.

In Italy they *play* that La Befana brings the gifts.

In Holland they *play* that Saint Nicholas brings the gifts.

In our country we *play* that ——— brings our gifts.

Once having the choral acclaim of the fact that we *play* that Santa Claus brings our gifts, there seems to be nothing to prevent the whole-hearted dramatization of Santa Claus.

As a summary of the ways in which other children *play* about Christmas we usually learn this short poem:

In Norway they have a basket,
Those quaint little girls and boys.
To be filled by old St. Nicholas,
With candy and nuts and toys.
In Holland a shoe is waiting.
In Germany it's always a tree.
But the good old American stocking,
Is best for you and for me.¹

Dolls representative of the various countries and customs are introduced with the poem and they in their niche and the crèche in its watch over the further preparations for the Christmas season.

Actual work on the Christmas gifts is be-

¹ Author unknown.

1938]

gun as soon after Thanksgiving as possible so that the last three or four days preceding the holidays may be spent in adding to and enjoying room effects, and in celebrating through stories, songs, games, and rhythms the joyousness of the Christmas time.

As the gifts are finished and cards are made, the packages are wrapped. Red tissue paper is supplied by the school or special wrapping paper is sometimes brought from home. All of the packages are tied with gay colored yarn which seems to be much easier to handle than does ribbon or string. After completing the gift-wrapping, each child decorates for himself a large heavy paper sack to be used in carrying home his packages.

Some of the children who have finished with their gifts and bags lend a hand in making a cupboard from large blocks. The cupboard is made up of individual cubicles in which the wrapped gifts may be placed. Other children, as they finished their individual tasks, work on the fireplace which is made from hollow blocks covered with wrapping paper.

BRINGING IN THE CHRISTMAS TREES

Three or four days before the close of school comes the quest for the Christmas tree. The children are told that someplace on the campus they will find a tree which is to be their very own. The search begins in earnest. The base of the tree has been packed in snow by the school janitor so that to all appearances it is growing there as sturdy and strong as the rest. Only by testing each tree in turn are they able to discover which is theirs.

The tree is brought in from the hillside by the children and with the janitor's help it stands star-tipped in the middle of the kindergarten room. Daily it grows more gay and shiny with the balls and ornaments which are taken from the kindergarten cache of tree decorations, or are brought in treasure by treasure by the children.

As our own tree grows more and more

resplendent thought is given to the birds and squirrels and what they might like on their Christmas tree. If time permits, the children go to the store or the corner lot to select two small trees, one for the birds, the other for the squirrels. They elicit the janitor's help in making standards for them and the trees are placed one on either side of the fireplace.

The room in all its festive attire seems now to call for appreciation from outside the group and it is only natural for the children to wish to have their mothers or other members of their family come in to enjoy it with them. An invitation is dictated by the children and typed in the office. This note is pasted into a folder and taken home to the mothers.

Finally, when all is in readiness, on the next to the last day before the Christmas vacation, a note is written, all in good fun, to Santa Claus, calling his attention to the many wrapped gifts, the new fireplace, the big shiny Christmas tree, and the two tiny trees for the birds and squirrels. The note is pinned onto the fireplace.

LAST DAY ACTIVITIES

On that last morning before vacation as the children come in with their packages of food and trimmings for the trees for the birds and squirrels, they discover that Santa Claus has visited them. For there by the fireplace are two packages and a note signed "S. Claus." The children roar with laughter as they explain to each other that S. Claus must mean Santa Claus. The packages are opened—one is a book for the whole kindergarten (usually one by an author with whom the children are already familiar), and the other package contains a new toy such as a ball. Or perhaps it is not a toy at all but a set of colorful new glasses for the children to use when orange juice is served.

The book, upon request, is read while the children are still by the fireplace. Later, a third somewhat concealed package is unearthed, and a note fastened to it says, "For

the birds and squirrels from S. Claus." This package contains popcorn. At this point the children show or tell about their contributions for the small trees. Each child invites his mother to go with him to a table where together they string popcorn or bread, tie peanuts or pack suet in orange shells, or tie yarn loops onto doughnut-shaped cookies, or string cranberries. At intervals Christmas carols are played on the phonograph. The children and their mothers may, by moving from one table to another, vary their occupations as the work period progresses. As the short strings (4") are completed or the peanuts and cookies are tied with loops, they are hung on the trees by the fireplace.

Since many parents will visit the kindergarten at no other time during the year we are particularly eager to have them get a well-rounded picture of the kindergarten day. Therefore, after they have worked with the children through the work and clean-up period, the mothers stay on the main floor while the children go up to the library balcony for their usual book and story time. (A shortened version of *Why the Chimes Rang* is often read depending, of course, on the group mood.) Following the story we join in saying, "'Twas the night before Christ-

mas," or take turns in sharing with the group, best liked poems, Christmas or otherwise. While the children are still on the balcony, music box strains of "Silent Night" are heard from the main floor. They usually stand looking over the balcony rail humming the carol softly. "Away in a Manger" follows.

Then to the strongly accented rhythm of "O Tannenbaum, O Tannenbaum," the children march down the stairs and invite their mothers to form with them one large circle. The mothers sit on chairs and each child sits on the floor by his mother. Napkins, which the children have decorated with poinsettia or other Christmas symbols, are passed, and then the orange juice and cookies—often furnished by an interested and appreciative mother. If possible, a musical plate is used for serving the cookies. It lends a surprise element and has a merry though quieting effect.

After "the party" the mothers move their chairs back and the children gather by the piano or the lighted Christmas tree for a period of songs, rhythms, and games, or a bit of dramatization. At the close of the period the children dance round the Christmas tree and then join hands to sing:

We Wish You Merry Christmas



The mothers are invited to join the circle and they all stand facing the Christmas tree, swinging their hands, and singing the merry Christmas wish. After each child gets on his wraps, he picks out his own heavy paper bag on which his name is printed in large letters, and then with the teacher's help, identifies his Christmas gift under the Christmas tree. The gifts vary from year to year, some of the most successful ones have been twelve-piece jig-saw puzzles in tartan bags, framed pictures of the group bringing in the Christmas

tree, typed booklets of favorite songs. The child puts his gift into his paper bag and adds, from his cubicle, the gifts which he has made.

With the children's departure one might conclude that the kindergarten Christmas is over. But not so in our kindergarten. The birds' and squirrels' Christmas trees, which have been fastened outside the balcony windows, will need constant replenishing. And so the Christmas spirit stays with us on through the winter and far into the spring.

Christmas at Ruggles Street

ELIZABETH L. HOMER

CHRISTMAS is in the air. It is only the first week of December but many of the old, familiar carols are heard, and the children are beginning to sing simple tunes about Mary and the Christmas Baby.

One of the teachers tells the story of the birth of Jesus, and with quiet dignity it is acted out. One little girl is Mary, who holds a doll very tenderly; a boy is Joseph, who stands near Mary and watches her; three children come as kings and all the rest are shepherds watching their flocks. No costumes are used. On different days, other children take part, simply taking their places while the story is being told. The children have sometimes been the animals in the stable; once a little boy was an angel. Always there is a quiet and simple reverence which marks this play from all other plays.

Christmas pictures and Christmas greens begin to appear. Preparations are made for the Christmas trees. The children paste stars and circles of colored paper, then dip them in mica. They string bits of colored paper and bits of cellophane straws. When their own little tree is put up, they decorate it with the

A description of a simple celebration of Christmas which was meaningful and pleasant for the children at Ruggles Street Nursery School, Boston. Mrs. Homer is assistant director of the school, in charge of education.

things they have made. Carl says: "But it ought to have candles." He dashes out and after awhile returns with a peg-board filled with colored pegs. He places it on the branches and beams with pleasure. Beads are strung and looped from the twigs. Some rather battered automobiles and toy trains, which a moment before were on the nursery shelves, now appear to be tied on the tree. Jean brings a rag doll, while Jimmy contributes a rusty shovel with a bright green handle.

Christmas cards are pasted for mothers and fathers. Sometimes a bit of clay is fashioned into something for Mummy or Daddy. The Santa Claus spirit is everywhere. So we play "Santa Claus." A gay red cape is slipped over Marie's head and she gallops about while the rest sing, "Santa Claus, our dear old Santa, rides about on Christmas Eve."

Then Marie stops and gives out imaginary balls and toys to the children.

THE CHRISTMAS PARTY

The day of the Christmas party arrives. The children have dinner a little early and are soon tucked in their beds. Then the teachers put the finishing touches on the big Christmas tree; arrange the tables with greens, clusters of orange kumquats, and fat candles, and set up the crèche in one corner. Shades are drawn and candles are lighted.

The parents begin to arrive. Some sit behind the Gesell screen but there are so many that others sit in small chairs at one end of the room. The grown-ups sing Christmas carols and as the children awake they hear, "O Little Town of Bethlehem," "Oh Come All Ye Faithful," "The First Noel."

Wide-eyed, they put on their shoes and intermittently listen, then jump up and down with eagerness. Finally, the last shoe is tied and the children go softly into the big room to the strains of "Hark the Herald Angels." For a moment they stop to gaze at the marvelous tree now lighted and gleaming with innumerable colors. They tiptoe to look at the crèche in the corner, then sit in a circle around the piano.

Piano and violin play delightful old carols while the children sit, quietly listening. "Oh Come, little children, this glad Christmas night. . . ." The children start singing and then want to sing it again. They sing about the Christmas Baby, Christmas candles, trees, and bells. Then some marimba bells are given out and the children accompany the singing of "Ding, dong, ding, dong, Christmas day is coming." A few rhythms are played on the piano. The children march, run softly, and sway or swing as the music changes.

Back in the circle, it is time for the Christmas story. A special Christmas picture is hung near the group and one child eagerly

points out the familiar figures. "Eileen may be Mary today." A teacher hands her a doll and she gets her own chair. "Dominic may be Joseph. Sandra, Peter, and Ralph may be kings. The rest may be shepherds watching over their sheep."

Softly the teacher tells the Bible story and in the proper places, the kings and the shepherds gather around Mary to kneel and admire the Baby. "Silent night, Holy night, all is calm, all is bright." The children again resume their places in the group while they sing, "Mary Took Her Baby," and "Away in a Manger."

"All the little spruce trees, dressed in candles bright. . . ." A tiny Christmas tree is brought into the room. One child holds it while the rest form a ring and dance around it. "Round and round, round and round, feet that barely touch the ground." A lullaby follows, and the children walk quietly to the tables at the other end of the room.

As soon as everyone is seated, grace is sung. Then the good things begin to disappear. Sections of orange are passed first, then sugar cookies in delightful shapes glistening with pink sugar. Prunes and apricots stuffed and rolled in sugar are novel sweetmeats. Plates are filled and refilled and the children beam with delight. Even with the refreshments there is no noisy excitement. There is a hum of children's voices and sometimes a Christmas tree cooky is held up, "See, Mummy!"

The children pass the Christmas tree as they leave and each receives a gay parcel which when unwrapped proves to be a horse, bear, or elephant made by the training-school students. The party has been planned to suit nursery school years and is over in an hour. With shining eyes, the children find Mummy or Daddy while all the grown-ups who were privileged to come bear witness to the beauty and quiet charm of the children's Christmas party.



How This Issue Came to Be

THE Association for Childhood Education maintains an individual information service which supplies publications and answers questions for its members. One of the greatest demands made upon this service in past years has been for suggestions and materials to be used in planning Christmas festivals. Unfortunately, it is difficult to find in any one place the kind of help many teachers are requesting. So, *Childhood Education*, through an appeal to its readers last year and through the excellent cooperation of the kindergarten committee of the A.C.E. (Frances Tredick, chairman) presents this issue as a beginning attempt to meet the demands for Christmas materials.

AS WE stated in the November issue, "The compilation of this issue is an experiment which can become increasingly valuable from year to year as you 'in the field' send us material which you have found worthwhile." If this issue meets with your approval we shall continue the experiment another year and invite the primary and the nursery school committees to help us in collecting material. Let us know wherein it may be made more helpful, and let us have your suggestions as to possible sources for other types of materials.

We are grateful to the persons whose names are listed below for the contributions they have made to this issue. All the material which follows was contributed by them:

Illinois

Chicago—WPA Nursery Schools

Iowa

Marshalltown—Alice M. Cook

Kansas

Pittsburg—Carmen V. Leblic
—Pauline Staats

Louisiana

New Orleans—Louella Egan

Maryland

Baltimore—Mildred E. Tyson

Massachusetts

Boston—Freshman students, Wheelock School
—Mary Martin
Brookline—Sophie E. Butler
New Bedford—Alice B. Knight
Waltham—Elizabeth B. Jackson

Minnesota

Minneapolis—Esther Akervold
—Lillian Allen
—Elizabeth K. Jacobson
—Gertrude L. Luttgen
—Beatrice Peterson
—Jean B. Smith
—Hannah Seidlitz
—Ardetta Wetherby
St. Paul—M. Edith Stevenson

Mississippi

Columbus—Blanche Ludlum

Missouri

St. Louis—Sue Hill

Nebraska

Omaha—Velma King

New York

Amsterdam—Marion S. Wheeler

North Carolina

Raleigh—Blanche Holt

Ohio

Bowling Green—Enna Pigg

Tennessee

Lawrenceburg—Ruth Davis
Nashville—Meggie Robinson

Texas

Canyon—Ruth Lowes
Houston—Noralin English

Virginia

Farmville—Mary B. Haynes
Lynchburg—E. A. Sutton
Richmond—Maury School
—Patrick Henry School

Washington

Seattle—Bessie Bell
—Rose Maxwell
—Elizabeth Trudeau
—Bernice Vizio

Wisconsin

Green Bay—Harriet Kilroe
—Anne Kirscher
—Bernice Wangen
—Maude Reidenbach
—Geraldine McClosky
—Mary Bernick
Milwaukee—Dora von Brieson
Sheboygan—Kindergarten teachers
South Milwaukee—Elsie Peterson
—Evelyn Binnewies
—Elsa Jacobi
—Christabel Ploeger
—Irma Whitmore
Wausau—Helen Larme
—Helen Liebman
—Meta Kielsmeier
—Caryl Oelhafen
—Gladys Schulze
—Edith Wilets

Preparing for Christmas

IDEALLY, everything done in the school should be of value in attaining the goals of education. Instead of approaching the celebration of Christmas as just one more back-breaking, time-consuming, and fatigue-inspiring chore, it was the consensus of all contributors to this issue that it should be looked upon as an opportunity for unusual learning experiences; as an opportunity for deepening and expanding appreciations; as an opportunity for making a real contribution to community life, and for making use of community resources, as well as a time for emphasizing the importance of learning to share and live together happily.

The Christmas theme itself is built upon love, goodwill, and peace. Some of the most beautiful works of art, music, and literature of all time are based upon this theme. There, perhaps, is no more vital "center of interest" to the young child than Christmas. It is with this interest that we begin our planning. Preparing for Christmas with young children is indeed a challenge, and the way in which we prepare often reveals the depth of our own culture.—*The Editor.*

THE "MATERIAL" APPROACH

Elizabeth Jacobson of Minneapolis: "The Christmas festival gives the teacher an opportunity to do two important things: She can foster the spirit of giving rather than that of receiving, and teach the real meaning of Christmas. There are two ways of doing this. The teacher may begin with the spiritual aspect of Christmas and close with the material, or she may begin with the material and lead to the spiritual. To me, the latter seems the more desirable for this reason: we are living in a materialistic age; the child's mind is filled with ideas of material things. This gives me a basis for my work. I can begin with the known and work toward the unknown.

We have quoted below some points of view concerning the approach to the Christmas celebration. It was impossible to include all opinions, but these seem to be typical and representative.

"For a few days the children talk about what they want for Christmas and tell of their letters to Santa Claus. I bring out my pictures of Santa Claus and read 'Twas the Night Before Christmas.' We sing 'Jingle Bells' and 'Jolly Old St. Nicholas,' and other songs similar in character.

"This past year the windows of one of the large department stores were filled with representations of Mother Goose rhymes. The children were delighted to see their familiar friends. There was Mistress Mary, the frog who would a-wooing go, the rock-a-bye baby, and many others. These furnished subjects for conversations every morning. One day we wrote the store manager to tell him how pleased we were with his window displays. He replied in appreciation with the assurance that he would make a still greater effort to please the children next year."

Lillian Allen, another Minneapolis teacher who agrees with the approach made by Miss Jacobson, states that "during the first two weeks, when our thoughts and work are centered about this festive season, our kindergarten is gay with pictures of Santa Claus, toys, children hanging stockings, a Christmas frieze of free cuttings, and any decorations which the children may make and hang about the room. We have a jolly time going to a near-by store with a sled to bring back a small tree for our play house. This tree is decorated and re-decorated by the children, as new and different trimmings are made. Children who are waiting for clay gifts to harden, for paint to dry, or for the teacher to help them with a difficult piece of work, delight in making decorations for the little

tree and for the big tree which we shall trim on the second Friday so that we may enjoy it the following week.

"By this time we have taken down many of the decorations which have adorned the room, limiting our Santa Claus pictures to one corner of the kindergarten. On the bulletin board, near the space where we gather for stories and for singing, we place our religious pictures. Over the picture of the Holy Family, the children hang green branches, and over the doors, wreaths which they have made. In this more quiet atmosphere we talk of the real reason why we have Christmas; hear the stories of the first Christmas; sing our songs, and learn that everyone does not celebrate Christmas in the same way."

THE RELIGIOUS APPROACH

Helen Larme of Wausau, Wisconsin, and Ardetta Wetherby of Minneapolis begin with the religious significance of Christmas. Says Miss Larme, "From Thanksgiving on, and even before, the children are greatly excited about Santa Claus, and what he will bring them. In order to avoid excessive stimulation and to keep the children under moderate control, I believe that the period between Thanksgiving and Christmas should be as quiet a time as can possibly exist under the circumstances. This requires more quiet and relaxing games and exercises, and many 'quiet times' in the day's program.

"I usually begin, at the very first opportunity, by introducing the religious meaning of Christmas day. I tell the original Bible story of the Nativity, reading a few of the more familiar passages directly from the Bible. The children love the story, especially if it is illustrated. I also buy in the dime store small cardboard figures illustrating the manger scene. The children like to cut these out and paste them onto small blocks so that they will stand upright and can be moved about. They re-arrange them as they like from day to day.

"We talk about Jesus' birthday for many

days, and gradually the children get the idea that we rejoice on Christmas Day because of His birthday and not because of the fact that Santa is coming. We explain the giving of gifts to each other on that day as an expression of joy at His birth. When one of us has a birthday, we give the gifts directly to him because he is there to receive them, but since Jesus is not here to receive His gifts, we give our gifts to Him by giving joy to others. In this way, the children appreciate the idea that it is better to give than to receive, and they begin to understand the meaning of the spirit of Christmas."

Miss Wetherby says, "Since Christmas in its origin is based upon the story of the birth of Christ, I like to begin with that thought. I feel, as the time comes closer to Christmas, that there is so much to attract children, drawing them away from the real thought, that it is best to present that first—the significance of Christmas—and then the Santa Claus legend which is such a big part of childhood."

A report from the Maury School in Richmond, Virginia, states that "During the days immediately preceding the holidays, community services are held every day in the hall. The ministers of the children's churches, seven in all, participate at various times in the services. The parents also come. The hall is decorated with Christmas greens and candelabra."

OTHER APPROACHES

Edith Wilets and Helen Liebman of Wausau, Wisconsin, approach their preparation for Christmas with the idea that, "Christmas, the most beautiful time of the year, is so often dimmed by the child's selfish idea of 'What am I going to get?' The wise teacher, confronted with the task of developing the spirit and thought of giving, will begin with the idea of 'What am I going to get' and develop the thought of giving to those who have less, and also of giving to those whom we love. Since little children do not have

money to spend, the discussion can lead to the gifts they would like to make for their parents and brothers and sisters.

"Since there are children who do not embrace the Christian faith, there should be no religious significance placed upon this season. The story of the birth of Christ should be told as a story, not for religious purposes, but simply because it is a beautiful story which children always love to hear. Children of other religions should be encouraged to tell how they celebrate Christmas or their holiday corresponding to Christmas."

Still another approach is described by Blanche Holt of Raleigh, North Carolina:

These are the things that were done in our primary classroom in preparation for Christmas: The group had been engaged in a study of science and nature, so it was quite evident that the birds might have first place in the gift line. "What can we do to please the birds? What is the one thing that will make them happier than anything else?" asked the leader in discussion.

It was agreed that when the cold winds blow and the ground is covered with snow, birds want and need food more than anything else. A Christmas tree for them was the first suggestion—a tree that could be placed in the school yard.

Pots of rye was the next suggestion. These could be carried home and placed in the yards of the children. So they brought earthen flower jars or small lard buckets, painted them red, filled them with rich soil, and sowed the rye. Five cents worth of winter rye was enough to plant about thirty jars. This was done just before Thanksgiving, and the rye grew from three to five inches in height by Christmas time.

From the *Seattle Principal's Exchange*, sent to us by Helen Reynolds, is this bird's-eye view of Christmas preparations in several rooms:

In a 2B room was an illustrated border entitled, "Helping Others Get Ready for Christmas." One could see in this a skillful use of the 2B course in social studies, combined with *Successful Living*.¹ In the same room were large

illustrations of "Christmas Stories We have Read."

In a 5A-6B geography room, a border with the title, "How Uncle Sam Observes Christmas," was found. Pictures, drawn by the children, depicted Christmas in Hawaii, Alaska, Georgia, New Mexico, and Washington. Language stories giving further information were placed between the pictures.

A 6A class in one school spent more than a week reading stories about Christmas observance in European countries. Such an activity contributes to both reading and geography. Other classes had produced bibliographies of Christmas materials available in the school library.

Several science rooms prepared Christmas trees for the birds. In one lower grade room the season was utilized in teaching the native evergreens and their usefulness as trees to be decorated in the home. Safety in handling Christmas trees and decorations seemed to be universally taught.

Pauline Staats of Pittsburg, Kansas, describes still another approach to Christmas planning:

It was the day after Thanksgiving holiday and we wanted to "stop and have Christmas." Of course there would be the program for our mothers and dads, other relations, and friends. Since this would be our Christmas gift to them it would need to be beautiful and well done so it was time to start.

There are four grades in our primary-unit school and we are in the habit of working together. Since someone had to start the plans, the teacher-staff did. We called the whole school to an assembly and presented the ideas. We suggested that the first and second grades give a musical playlet called "The Toys' Rebellion."² This is a commercial production and presents the Santa Claus idea of Christmas. The children were delighted since it was their first attempt at learning parts. All previous plays had been creative. The play was read to the entire assembly.

Then it was suggested that the third and fourth grades should dramatize "Why the Chimes Rang." The story was told and the children agreed that it would make a beautiful play. This would give us a balanced program and every child would have a part. Thus our Christmas plans were made.

¹ A bulletin prepared through the cooperative effort of teachers and principals of the Seattle public schools "to make the entire school program productive of character growth for boys and girls."

² *The Toys' Rebellion*. By Edna Worrell. Lebanon, Ohio: March Brothers, 208 Wright Avenue. Adapted for grades 1 and 2.

Gift-Making

NOT ONLY is it fun to make the gifts, but wrapping them is part of the game. Many and varied may be the wrappings and the decorations of the packages, but the important thing is that the child wraps his own packages in materials of his own choosing. Delightful packages can be wrapped with cloth as well as paper, and cloth is often easier for the young child to manipulate.

Another important thing to remember is that the fun of making gifts can be dimmed by too much insistence upon perfection in the finished product. Jobs begun should be completed, with rare exceptions, but the child's gift must be an expression of himself or else it loses value.

A diversified list of suggestions is given below. Encourage wide choice in the gifts to be made. True, it is much easier for the teacher if all the children make the same thing, but gift-making offers an excellent opportunity for guidance in making wise choices, in learning to follow through on a chosen project, and in developing handcraft skills.—*The Editor*

GIFTS FOR MOTHER

Clay

Candle Holders: Mold holders in any desired pattern—round, square, or oblong. Insert a fat Christmas candle to make the cup the right size. Enamel and shellac in matching or contrasting color of Christmas candle.

Curtain Pull: These may be molded in animal, flower, or geometric designs, depending upon the originality and skill of the molder. The design should be molded around the curtain cord so that as the clay hardens the cord becomes fastened firmly.

Table Ornaments: Ornaments of many kinds may be made, some decorative in themselves, and others to hold individual bouquets of Christmas flowers, or lined with a paper frill to hold nuts and candies or fruit. The figures of the crèche may be modelled and painted white to form the center pieces for the family Christmas dinner table.

Children should be made to feel that in making a gift there is much real beauty and joy, not only in constructing the gift, but also in giving it. The gift should be characteristic of each child's ability and personality.

Pin and Pencil Holders: Either round or square pin trays may be modelled from clay and decorated or painted. The pencil holder should be made wide enough to accommodate more than one pencil. It, too, may be decorated or not as the child wishes.

Cloth and Oilcloth

Cover for Old Dutch Cleanser Can: Cut rectangular strip of oilcloth, in color to match kitchen decorations, long enough to encircle can. Stitch edges together with brightly colored yarn, and slip over can.

Clothes-pin Bag: Cut heavy piece of white muslin approximately 16" x 36". Fold and stitch material to make bag 12" long. Fold and stitch short end from top, and fit over a wooden coat hanger. Cut hole in top for hook to protrude. Bind opening edges with heavy tape or yarn. The hook can be fastened over the clothes line and the bag, filled with pins, pushed along the line as the clothes are hung.

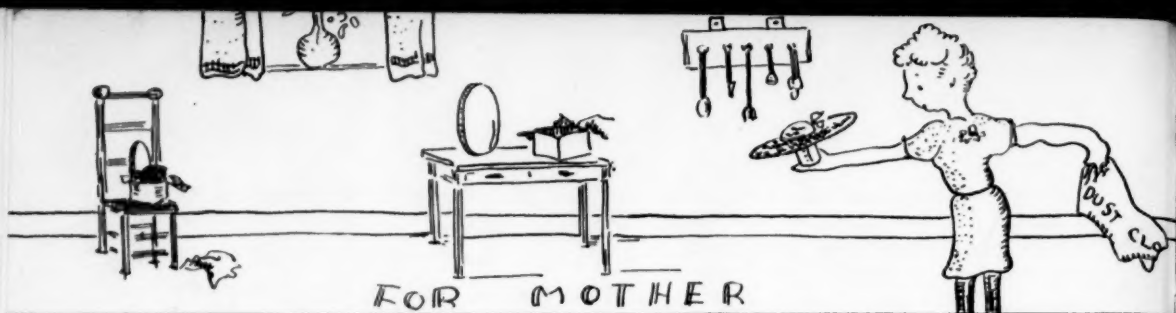
Cover for Recipe or Other Books Frequently Used: Cover should be fitted and cut directly on book to be covered. Edges may be glued together or stitched with yarn, allowing sufficient room for the cover to be removed.

Doilies, Dishtowels: Unbleached muslin or flour sacks can be stenciled with crayon designs appropriate to the article, and hemmed or bound.

Dust Cloths: Hem large squares of cheesecloth with bright colored yarn.

Sachet Bags: Make small sachet bags of satin ribbon or scraps of satin. Fill with cotton on which sachet powder has been sprinkled. Flannel strips can also be made, filled with cotton in thin layers sprinkled with sachet powder and bound on the edges with tape or yarn. The strips may vary in size, depending upon their use, whether in handkerchief box, or underwear drawer.

Pot-holders: From scraps of gay flowered or



plain materials. Use a bucket or a block to make the patterns. Cut five pieces of cloth, two of the flowered material and three of a heavier material. Sew the two pieces of flowered material together so that the flowered sides will be outside, when turned. Insert the three remaining pieces to make the filler. Bind the edges with bright colored bias tape and sew on a small ivory ring.

Paper and Cartons

Hat Stands: Crayon stiff manila paper which has been cut into a collar formation eight inches high. Fasten the edges together with brads and shellac. Most mothers prefer these hat stands to those made of wood with a single spike.

Hot Pads: Trim the rims from three or four paper plates. Bind together and cover with cloth.

Jewel Box: Line crayola box with velvet or satin. Decorate and shellac or paint.

Knitting Boxes, String Boxes, and Dressing Table Waste Baskets: Cover with wall paper, oatmeal, salt boxes, or ice cream cartons, and shellac. When making a string box, punch a hole in the lid for the string to go through. The dressing table waste basket may be cut to any height and the top discarded, or made into a pin tray. Christmas stickers may be shellacked on as a decoration, instead of wall paper.

Napkin Rings: Cut rollers from wax paper or paper towelling into napkin ring width. Cover with colored paper or wall paper. Shellac.

Pencil and Stamp Box: Glue two safety match boxes together, one upright and the other lying flat. Cover with wall paper or colored envelop linings. The standing one holds pencils, the lying one with its drawer holds the stamps.

Wood, Glass, and Tin

Bread Boards: Bread boards purchased at the five-and-ten cent store may be painted around the edges with an attractive color, with a design applique on the handle.

Christmas Table Decoration: Paint bottle (any size desired) with enamel. Dip twigs into paste made of starch and water. Let dry, then dip twigs into artificial snow, and put into

bottle vases. Tiny bottles can be used to make individual bouquets.

Coasters: Using the bottom of a glass as a pattern, cut small round pieces of plywood slightly larger than the glass. Paste a cut-out picture or make a painted or crayoned picture in the center of the circle and shellac.

Cooky Boxes: Decorate tin candy boxes. Fill with ice box or other cookies children have learned to make. Candy may be substituted for cookies.

Dust Cloth Holder: Paint or decorate tin coffee can and shellac.

Indoor Garden: Kraft cheese boxes may be enamelled and filled with dirt. Seeds, cacti, and carrot tops may be planted in the soil.

Kitchen Rack: Cut piece of wood into rectangle shape fifteen inches long by four or five inches wide. Paint with pastel color to match kitchen color scheme and screw into board five teacup screws upon which spoons, forks and other cooking equipment of like nature may be hung.

Narcissus Plant: Enamel jelly glasses in bright colors. Have an excursion to gather stones and pebbles to fill glasses, and plant a narcissus bulb in each glass. If done early enough, the bulbs will bloom in time for Christmas.

Pin Trays: Paste black and white silhouettes or bright pictures inside glass cups used under furniture legs. Shellac and cover bottom with felt cut from old hats.

Plant Stands: Cut round piece of wood slightly larger than bottom of flower pot. Glue three or four spools or large beads on underneath side to serve as legs. Shellac or paint.

Skirt Hanger: Into a piece of wood twelve inches long by one inch wide drill three holes, one on each end and one in the middle. Tie snap clothes pins through the holes.

Stocking Box: Cigar box into which thin sections of wood have been fitted to make six divisions. Top of cigar box may or may not be removed. Decorate box and shellac.

Stocking Dryer: Wooden coat hanger shellacked in pastel color. Drill four holes at equal distances and fasten clothes pins in each. Pins should be painted either matching or contrasting colors.

Tray: Paint or enamel shallow tin cake pan. Paste on design and shellac.



FOR FATHER

Trays: Paint the top of a cheese box with finger paint and shellac over it. Instead of painting the top, pictures may be pasted on it and then shellacked.

Wall Plaques: Squares of wood any desired size may be stencilled with a crayon design, or one drawn free hand, shellacked and bored with two holes for hanging.

Miscellaneous

Coat Bouquets: Dip acorn cups and acorns into bright colored show card paint. Make centers for the cups of raffia and spot darker colors on ends of acorns. Tie together with raffia.

Jelly: Fill jelly glasses with apple or cranberry jelly made by the children in school.

Blue Print Plaques: Place drawing, flower, leaf, or any design chosen on blue print paper. Place between two pieces of clear glass and expose to sun for about two minutes. Remove glass and object; place paper in pan of water until it begins to turn blue. Remove it and when dry paste on heavy cardboard, frame with passe-partout tape and shellac.

Fragrant Orange: Stick cloves in small orange until entire surface is covered. Roll in orris root and wrap in colored cellophane.

GIFTS FOR FATHER

Clay

Animal Figurines: Any animal which the child can model well can be made, shellacked, and used as a paper weight.

Plaques: Make imprint in clay of child's hand or foot. When it has hardened, it may be enameled, shellacked and used for paper weight, or if large enough, as wall plaque.

Cloth and Oilcloth

Bags: Dustcloth bags for the car made of black oilcloth cut nine by five inches, or larger, and bound on edges, with turned over flap for top. Also, smaller bags, to hold colored glasses, can be made in many colors of oilcloth.

Book Marker: Cut colored oilcloth in strips two inches wide by six or eight inches long. Bind the

edges with bias tape or sew with yarn border. The pointed end may be fringed if desired. The edges may be notched.

Paper and Cartons

Bill Container: Decorate large envelope. Reinforce punched holes in the top and attach a sturdy string so that container may be hung on wall.

Blotter: Using child's hand or foot as a pattern, cut several pieces of blotting paper. Fasten pieces together at heel or wrist end with brads.

Calendars: Mount small inch or two-inch calendars on heavy paper and place an unposed photograph of the child above the calendar.

Shadow Pictures: Have a child stand so that sharp shadow of his profile is cast in the light of a magic lantern. Trace and cut silhouette from black paper and mount on white, or vice versa.

Wood, Glass, and Tin

Ash Trays: Cut bottoms from tin cans to depth wide enough to hold cigarette safely. Paste design of black and white silhouette inside and shellac.

Calendars: Small boughs of green wood about two inches in diameter. Saw each piece three inches long, making one end slanting so that the calendar can be glued to this end. Before gluing the calendar pad, shellac the slanting end.

Coat-Hanger: Collect wooden coat hangers and paint in bright colors or bind with colored velvet ribbon.

Hat-Stand: Cut six-inch circle of wood. Glue spools, graded in size, one on top of each other, onto the circle of wood. Can be shellacked.

Pipe Knockers and Ash Tray: Use top of tin oyster or cheese container. Glue a large cork in the center. Decorate with cut-out designs and shellac.

Tie Holder: To thin pieces of wood fifteen inches long by four inches wide, glue spools at right angles to hold the ties. Shellac and decorate if desired.





FOR SISTER

GIFTS FOR BROTHER AND SISTER

Cloth and Oilcloth

Bean Bags: Cut brightly colored cotton material into animal shapes. Sew together, then fill bag half full with beans.

Bib: Make from brightly colored oilcloth. Bind edges with matching or contrasting tape which is left long on the ends to use as a tie. On the end of the ties, fasten a small wooden bead so that child can manipulate his own bib.

Toy Animals and Dolls: Cut two patterns of animal, or doll, to be made; sew together with yarn and stuff with kapok. The button hole stitch is effective around the edges and beads or buttons can be used for eyes.

Tray Cover: Made of oilcloth for the tray of the baby's high chair. Pattern can be made by tracing outline of tray on paper. Edges can be notched or bound with bias tape.

Paper and Cartons

Baby Rattle: Small beans or pebbles inside small boxes or cartons, on which the tops have been glued or bound with adhesive tape. They can be covered with cloth or oilcloth and suspended from the carriage or crib.

Doll's Cradle: Cut round salt or cereal box so that one section of it remains as a canopy or head. Glue wooden coat hangers underneath for rockers. Cradle may be covered with any color paper or cloth desired.

Doll's Chair: Cut the top of a salt carton so that it slants to form the back of the chair. Glue a cardboard seat half way down. Cover or paint the chair.

Doll's Wardrobe: Cover the outside of a cardboard carton with oilcloth, and wall paper the inside. Fit a small wooden bar on the inside and twist hangers from copper wire. A cardboard shelf can be glued above the bar.

Chest of Drawers: Glue four match boxes together and cover with wall paper. Beads may be sewed through the front of each drawer to serve as handles.

Scrap Books: These may be of many kinds and for innumerable uses. Heavy paper, unprinted newspaper, or window shades may be used

for the leaves. Records of the children's school work are popular with parents. One ingenious teacher made dozens of unposed photographs of the children at work either in groups or alone. The children wrote stories describing their activities and stories and photographs made an invaluable scrap book for the parents.

Wood, Glass, and Tin

Bassinet: From a market basket. Hang draperies from the handle on one side of the basket to effect a canopy. Sew a ruffle around the edge. Pillows and mattress can be made for the inside. The bassinet can become a cradle if wooden clothes hangers with the hooks removed are fastened with fine wire through the wicker bottom of the basket.

Dolls: Make of clothes pins. Make arms, faces, and feet of stuffed pieces of cloth and glue onto clothes pin at proper locations. Boy dolls may have their suits painted on them. Girl dolls can be dressed in paper or cloth. For the older child, papier mache faces will be fun to make.

Doll Beds: Use the top of a cigar box for the bed part and glue it at the four corners between the second and third spools of a pile of five which will form the legs and posters.

Muffin Pan Toy: Enamel or paint each space in a muffin tin a different color. Color sink stoppers corresponding colors. This makes an "educational" toy which is popular with young children.

Peg Board: Into a foot square piece of wood which has been painted in a desired color, drive sixteen two-inch headless nails so that they stand upright to receive spools which have been painted the same color as the board.

Tinker Toys: Join various sized spools with thin wire to make dolls, animals, wagons and carts. Paint in pastel colors or non-poisonous paint.

Toy Animals: Cut animals in separate parts and fasten parts together with brads.

Wagon: Nail two pieces of wood with sharpened ends across the bottom at each end of a cheese box. Fasten spools with winding wire to each of the sharpened





FOR BROTHER

ends to form the wheels. Wheelbarrows, carts, and toy trains may be made with adaptations of this same idea.

Gourd Toys: Many interesting animals can be made from gourds. Choose large gourds for

the body. Clay, pipe cleaners, and smaller gourds may be used for other parts. They can be enameled in bright colors. Shellacked gourds make good rattles, darning balls, and wall decorations with a Mexican flavor.

A Letter to Parents

Dear Parents:—The kindergarten teachers realize that you are seeking to solve an important problem at this season of the year—the selection of appropriate gifts for your children. For your information we are listing certain characteristics of suitable toys which better known educators consider important:

Toys Should Be Durable: Toys that break easily often cause heartaches, or encourage a child's destructive tendencies. Avoid the wind-up toy which has very little constructive value and lasts but a short time.

Toys Should Be Safe: Guns may be discouraged as they foster carelessness in the use of fire arms, tend to create a spirit of destructiveness, and a lack of value of human life.

Toys Should Be Of A Type That Can Be Kept Clean Easily: Rag dolls, animals, and the like may be of the type which can be tubbed, or at least have removable clothes which should be laundered often.

Toys Should Be Artistic In Color, Form, and Expression: Avoid grotesque or ugly figures, and toys that make harsh, jangling noises. Musical instruments should be chosen for their pleasing sound. If they do not produce the notes in a true tone, it is better to leave them in the shop, if you value your child's development of musical appreciation.

Toys Should Be Adapted To the Age of the Child: Many of them should allow for growth, such as blocks, plasticine, and other constructive materials which can be used in so many different ways over a long period of time.

The following list is suggestive of play equipment for children of kindergarten age:

Toys For Physical Development: (a) Wagon to steer and coast, (b) A steering sled, (c) Jump ropes, (d) A broom or snow shovel, (e) Strong garden tools, (f) Balls, (g) Scooter.

Early in December last year, the kindergarten teachers in Sheboygan, Wisconsin, sent this letter to the parents of their pupils. Others may find the idea a good one and the suggestions helpful.

Toys For Sense Development: (a) Water toys, (b) Bubble pipes, (c) Musical instruments such as toy piano, zyllophones (if they are very good ones), (d) Sand toys for use in summer.

Toys For "Make-Believe": (a) Dolls with rubber bodies that can be bathed; (b) Doll clothes that are easy to put on and take off; (c) Set of dishes; (d) Broom, sweeper, mop, and other toys for playing house; (e) Toys for playing store; (f) Toys for playing traveling; (g) Cars and aeroplanes of a new unbreakable composition.

Toys To Be Used For Building: (a) Blocks, (b) Board, (c) Boxes, (d) Carpentry materials—hammers should be large (1 pound size is best because small toy hammers have proved unsatisfactory). Nails with large heads.

Handwork Materials: (a) Clay or plasticine, (b) Scissors, (c) Plain or colored paper, (d) Crayons and paints. (Coloring books tend to discourage free expression and originality in a child's work.)

Games For Indoor and Outdoor: (a) Bean bags, (b) Ring-toss, (c) Puzzle cut of large pieces fitting into a frame of plywood.

While we have especially stressed toys, books also make splendid Christmas gifts. In spite of the fact that the kindergarten child does not read for himself, he is beginning to take an interest in the printed work and for that reason the print should be of good size, clear, and well-spaced. The books should be attractive in color, have good illustrations, with plenty of action.

Celebrating Christmas Through Dramatizations

PRACTICALLY all the suggestions for Christmas celebrations sent in by primary teachers were centered about some form of dramatization. These dramatizations were of six different kinds: Yuletide—Yesterday and Today, which made use of the local history of the community; Fantasies which dealt with dreams, fairies, gnomes, and brownies; The First Christmas—the story of the birth of Christ; Christmas in Other Lands, often centered about the customs and beliefs of children of foreign parentage who attended that particular school; adaptations of "Why the Chimes Rang," and Toy Shops and the Santa Claus legend.

Several of these dramatizations are presented below, not to be followed in detail, but as suggestive for adaptation in other situations.

YULETIDE—YESTERDAY AND TODAY

From Atlanta, Georgia, comes this type of dramatization, developed by the Whitefoord Elementary School. Every grade—kindergarten through sixth—participated in the play. It was developed in the form of seven pictures: "Christmas in Atlanta in 1842," "Christmas in Atlanta in 1868," "Christmas in a City of Ashes," "Christmas in 1918," "Christmas Today in a Toy Shop," and "Christmas Tomorrow." The characters included Grandfather Lovejoy, Aunt Primm, Mr. and Mrs. Lovejoy, and their five children. This is the synopsis:

In the midst of Christmas preparations, the Lovejoy children enveigled their grandfather to tell them of some of the exciting Christmases he had spent in Atlanta during his five score years. Getting out the old family album, which contained several treasured pictures of the family, taken at the height of their Yuletide celebrations, he tells the stories as he shows the pic-

tures. The children sit looking, dreaming, and imagining all the activities that took place, while vividly they see Christmases of the past unfolding before their eyes, pantomimed in the pictures described above.

Finally, the children remember that this is the day grandfather has promised to take them to the toy shop, so once again the picture changes. Then grandfather closes the album and tells his dreams of a Christmas yet to come.

A FANTASY—WHAT THE MOON SAW ON CHRISTMAS EVE

This is the children's adaptation of Hans Christian Andersen's "What the Moon Saw." The story was divided into four episodes which were read by the room's best reader, while others pantomimed the action. The girls were the snowflake fairies and the snow queen; the boys were the gnomes. "And," as Miss Trudeau¹ says, "just because it was Christmas, we added a Santa Claus in costume who drove his reindeer and went down the crippled boy's chimney, as well as all other children's chimneys—a little of the personal entering here, I fear.

"Our properties were very simple. A friend loaned us a Santa Claus costume. The children in the adjustment room made the reindeer heads. The sewing class made the snowflake fairies' caps and capes, and the queen's crown and wand. All the fairies wore white dresses and white stockings, and the gnomes wore their mother's old silk stockings stuffed with paper, for caps. The children selected the characters, and every child had a part. The songs were learned in the music period, the poems during the literature period, and the dances during physical education and music appreciation periods. We

¹ Miss Trudeau teaches in Seattle, Washington, in second and third grades.

made up the episodes during language period so that all the preparation was made in school time."

Episode 1 (Read) The moon, looking through a window, sees a crippled boy upon a cot. Near the window is a little pine tree growing in a pot. During the summer the little boy had been gathering flowers in the woods and had brought home this tiny pine tree. He had planted it and now on Christmas Eve, it was to be his Christmas tree.

(As this is read, the lame boy limps across the stage with his tiny tree, puts it in the window, and falls asleep on the cot.)

Episode 2² (Read) The boy dreams that the snowflake queen with all her merry snowflake fairies come to make the world beautiful for Christmas Eve. (Reader leaves platform.)

The snowflake fairies dance about the queen. They recite the "Snow Flakes' Poem." (The poem is said in two parts, with the children in the audience saying part one and the snowflakes on the stage saying part two.)

The queen dances before the fairies after the poem is recited.

Episode 3³ (Reader continues) Next a band of gnomes—little bent old men—come to do their bit to make the little lame boy happy. They find the little tree and "push it up" until it reaches the ceiling to make a beautiful large tree. (Reader leaves platform.)

Theme A—Band of gnomes enter a few at a time—the younger ones stepping quarter note values, the older ones half note values, and a few of the oldest, whole note values to lend variety and interest. They step around in no regular order, searching for the tree. They find it.

Theme B—They form a circle around the tree, bending way down and push the tree up to the rhythmic movement, arms extended; palms up. As the tree grows higher and higher, they push it to the ceiling, all in unison movement.

Theme C—They dance a stiff little running step, clapping their knees as they dance around the tree—looking up at it in a pleased manner.

Theme A—They return to the first various steps, wander around to look at the sleeping boy and the tree, quietly steal away, chuckling to

themselves for they know they have made the little boy happy.

Episode 4 (Reader continues) Then Santa Claus appears with his reindeer and goes down the chimney of the little lame boy and all the other children's chimneys, bringing gifts to them all. (Music is *Etincelles* by Moszkowski, V-22767 A.) Santa walks in rhythm and the reindeer prance. Three children in each group with arms entwined to afford openings for Santa Claus to pass through, provide the three chimneys.

Theme A—Santa drives his reindeer around the houses (chimneys).

Theme B—Reindeer wait outside as Santa goes down each chimney.

Theme A—Santa drives his reindeer around and off the stage.

As the record, "Silent Night" (V-17842B—Celesta Solo) is played, the whole group returns to the stage and stands as the reader concludes: "All these, the snowflake fairies, the snowflake queen, the gnomes, Santa Claus, and the reindeer, have made the little boy very happy on Christmas Eve." They sing "Oh, Christmas Tree,"⁴ recite Wesley's "Hymn of a Child" softly, and with processional step leave the stage to the music of "Silent Night."

TABLEAUX—THE FIRST CHRISTMAS

Tableaux or life pictures of the first Christmas story have been and continue to be extremely popular and effective. They appeal because of their simplicity and beauty. To obtain the best effects it is necessary to study the costumes and the colors used in certain of the old mediaeval masterpieces which give us the theme of the Nativity. Beautiful prints of the manger scene, the shepherds, and the wise men are now available at small cost and are well worth purchasing as permanent possessions. They can be used effectively in decorating the room and will become old friends which the children will look forward to seeing again and again. (Miss Sophie Butler has found four panel pictures at Hammett's in Boston which she thinks are quite satisfactory.)

Ruth Lowes of Canyon, Texas, has contributed the tableau given here.

² Music for the snowflakes' dance—"The Fairies Dance" from Mendelssohn's *Midsummer Night's Dream*, V-22164A; for the snow queen's dance—"Valse" by Boronski, V-22767B.

³ Music for the gnomes dance—"Rhythm and Form Study" by Heller, Op. No. 21, V-22170B.

⁴ From *Fifty Favorite Songs for Boys and Girls*.



Courtesy Carew Street School, Springfield, Massachusetts

Tableau of the first Christmas as planned and executed by eight- and nine-year-olds

Characters: Mother and her two small children; Mary, Joseph, three or more shepherds, angel, wise men, choir.

Time: About twenty minutes.

Scene: A living room with Christmas tree, rocking chair, footstool, and other simple furnishings to give home-like effect. A small space at one side of platform should be left for tableaux which take place at intervals.

As scene opens, the mother and two children are discovered decorating the tree. Mother is in house dress; children are in pajamas. Behind a movable screen at the opposite side of the platform the manger tableau with Mary and Joseph has been arranged.

Mother: The last piece of tinsel has been hung, and the last colored ball is in place.

Older child: What a pretty tree, Mother. It is the most beautiful one we have ever had!

Mother: Now we have just time to hang the stockings and hear a story before bedtime. (Holds up small stocking.) Whose stocking is this?

Younger child: Mine. (Reaches for it.)

Mother: Shall we hang it here? (Helps child hang it on low limb.)

Older child: And I'll put mine close beside it.

Mother: (Seating herself and taking younger child on her lap while older one sits at her feet.) What shall the story be tonight?

Older Child: A Christmas story, Mother, a true Christmas story!

Mother: I shall tell you the story of the first

Christmas. (Organist plays "Silent Night" softly as auditorium lights are dimmed, leaving only those on the tree aglow. Music dies away.)

A long, long time ago, in a country far away from here, shepherds were watching over their flock of sheep one night. Suddenly, an angel appeared, and a bright light shown down from heaven. The shepherds were afraid, but the angel said, "Fear not; for, behold, I bring you good tidings of great joy, which shall be to all the people. For unto you is born this day in the city of David a Savior, which is Christ the Lord. And this shall be a sign unto you; you will find the Babe wrapped in swaddling clothes, lying in a manger." And then many angels sang, "Glory to God in the highest, and on earth peace, goodwill toward men." When the angels went away, the shepherds said, "Let us go unto Bethlehem, and see this thing which is come to pass, which the Lord has made known unto us."

(Choir sings one stanza of "It Came Upon a Midnight Clear" as lights are gradually brightened. Shepherds come from nearby door and group themselves on platform in front of screen. Lights are dimmed at end of song. A strong spotlight directed toward shepherds causes them to cringe in fear.)

Angel: (from choir loft) "Fear not. . . ."

Chorus of voices from choir: (singing or repeating in unison) "Glory to God in the highest. . . ."

Shepherd: Let us go unto Bethlehem, and see this thing which is come to pass, which the

Lord has made known unto us. (Organist plays "O, Little Town of Bethlehem" softly as shepherds leave platform.)

Mother: So the shepherds found the Child lying in a manger, and near him were Mary, his mother, and Joseph, his father. They were visitors in Bethlehem, and there was not room for them at the inn.

(Screen is removed revealing Mary, Joseph, and manger. A blue spotlight on this tableau is effective. Mary sings Brahms' "Lullaby" as she kneels at the manger. At the close of the song, the organist plays "Ave Maria" by Schubert as shepherds advance and kneel in awe in front of manger. Shepherds retire from platform.)

Mother: And when the shepherds had seen the Baby, they went away and told others about Him. Wise men saw His star and came from the east to worship Him. When they saw the Baby, they opened their treasures and gave them to Him.

(Choir sings "We, Three Kings" as wise men advance and kneel reverently at the manger. A red or orange spotlight on this tableau is effective. Wise men leave the platform.)

Mother: And when the baby grew to be a man, He went about doing good. Now, on His birthday, because we love Him, we try to bring happiness to others in His name.

(Mother and children kneel before manger and then leave platform as choir sings "Joy to the World.")

CHRISTMAS IN OTHER LANDS

Mary Martin, a senior in the Wheelock School, Boston, and Carmen Leblicq, a teacher in Pittsburg, Kansas, have contributed these descriptions of activities developed from a study of children in other lands. Both their groups were third graders.

"Late in October," says Miss Martin, "after the children had learned some of the fundamentals of living and working together, we began our study of Norway, which ended at Christmas time with a most successful party."

The interest in Norway was stimulated by one of the mothers who had visited the country and told the children about all the things she had seen and done. The children began their study by planning a Norwegian room. They made the bed first—a table turned upside down with brown wrapping paper around its legs to form the sides—and



Courtesy George Peabody College for Teachers, Nashville, Tennessee

A dramatization of "Why the Chimes Rang" in which all the children of the elementary school participated.

Grand Saint Nicholas



took turns resting in it each day. Then followed the cupboards, stove, and chairs, and learning about Norwegian customs, names, language, and costumes.

"As Christmas approached, the children asked: 'Do the Norwegians have Santa Claus? Are there Christmas trees in Norway? Do they have Christmas dinner?' These questions were answered in the process of preparing for the informal Norwegian Christmas play which the children gave for their mothers. They sang their Norwegian song, danced a folk dance, and gave a short dramatization of a Norwegian peasant Christmas in which they made use of all they had learned about Norway. The play was spontaneous and successful because the children had 'lived' in Norway and had caught the spirit of Norwegian customs. Two days before Christmas we made Norwegian Christmas cookies—some to tie on the tree, and some to eat with cranberry juice at the party.

"Celebrate Christmas with your children in some foreign country and you will find that the rewards greatly outweigh any hard work on your part," concludes Miss Martin.

Does everybody everywhere celebrate Christmas and Santa's coming as we do?

"From this leading question," says Miss Leblicq, "came a general discussion. We turned first to Belgium because we know Belgian people in our school district. In talking with these friends we learned that to Belgian children the night before Christmas is December fifth because on December sixth, Saint Nicholas comes. Since he rides his faithful little donkey all the boys and girls leave pans of cooky-crumbs, corn, and hay for his supper. Days before the coming of Saint Nicholas, the children sing their favorite song, "Grand Saint Nicholas." We, too, decided that we should enjoy learning to sing the Belgian children's song. It goes like this:

Grand Saint Nicholas
(Dear Saint Nicholas)
Patron des écoliers.
(Patron saint of school children)
Apportez-moi des plumes
(Bring to me some feathers [down])
Pour mettre dans mes souliers
(To put in my shoes)
J'ai toujours été sage
(I've been so very good)
Comme un petit mouton
(Good as a little lamb).
J'ai bien dit mes prières
(I've said my prayers well)

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Courtesy George Peabody College for Teachers, Nashville, Tennessee

A scene from "Why the Chimes Rang"

Pour avoir des bon-bons
(To get some candy [goodies])

Chorus:

Venez, venez, Saint Nicholas
(Come, oh come, Saint Nicholas)

Venez, venez, Saint Nicholas
(Come, oh come, Saint Nicholas)

Venez, venez, Saint Nicholas
(Come, oh come, Saint Nicholas)

Tra-la-la!

"Next a little girl of our group told us her grandmother who had once lived in Germany said, 'German children enjoy more than anything, "Der Tannenbaum"—the Christmas tree.' This song was our second venture.

"To complete the repertoire we decided 'Stille Nacht' couldn't be omitted. We knew the music and with a little practice we soon knew the German words.

"With our program of songs we correlated a

brief study of Christmas customs of other lands. First we learned about our near neighbors, Mexico. In Mexico, members of the family take turns in striking, blindfolded, at an earthen globe suspended from the ceiling. Nuts, fruit, raisins, and candy fall from the globe as it is broken by the successful players.

"In Italy, La Befana (or Christmas witch) distributes gifts. She is dressed in black robes and is witchlike in appearance. Shepherds go singing through the streets several days before Christmas. They visit each home where the children whisper to them what La Befana is to bring.

"In France, Saint Nicholas leaves his gifts in the little 'sabots' (wooden shoes) placed near the fireplace to receive them. One of the rites is cake-baking. The cakes are shaped into castles, animals, and birds. Dozens and dozens of 'galettes' and 'gaufrettes' (waffle-like cookies) are baked for the festivities.

"In Austria, before going to church for midnight services on Christmas Eve, old and young gather around huge bonfires, on the hillside, to sing carols.

"In Poland, the farmer is exceptionally polite to his cattle on Christmas Eve. He goes to his barn before midnight mass to promise his cows extra grain, beets, and straw for Christmas day.

"In Hungary, the children place their shoes on the doorstep on Christmas Eve. Next morning, good children find sugar in theirs—naughty children find switches!

"We used this material in oral discussions, for short written stories, and for dramatizations."

If in planning celebrations of Christmas in other lands, persons native to these lands can be invited to school to give a first-hand interpretation of the customs, and to help in teaching the songs, the occasion is immeasurably enriched for the children. This is one way of making effective use of community "resources."

"WHY THE CHIMES RANG"

Many adaptations of "Why the Chimes Rang" based upon the story by Raymond M. Alden, can be made to suit the age of the groups participating. Pauline G. Staats of Pittsburg, Kansas, reports a play in three scenes: in the home of Pedro and Little Brother; at the gate of the city; and at the great cathedral. There are twelve characters in addition to the altar boys, members of the congregation, Mary, and the angels. Pedro and Little Brother wear brown smocks, short pants, long stockings, small knitted tams, and coats in the outdoor scene. The woman wears a shawl and ragged dress; the minister and altar boys wear regulation dress, the king, queen, princes, and princesses are dressed in royal robes, and the writer, artist, jeweler, and congregation, in old world costumes.

Meggie Robinson of the Peabody Demonstration School in Nashville, Tennessee, describes an adaptation of the story in four scenes: the first takes place before the curtain of the stage while Pedro and Little Brother gather wood; the second is the processional

of the choir to the stage and the laying of gifts by the congregation; the third is again in front of the curtain and shows Pedro and Little Brother trudging along the highway toward the cathedral; and the fourth scene with the curtain opened shows the villagers, the king, queen, and finally, Little Brother placing their gifts on the altar. This arrangement presupposes an auditorium with stage and curtains.

Miss Robinson explains the decorations: "Each grade decorated a window by its own plan worked out for color harmony with the help of the art director. The sixth grade who were studying European history, volunteered to design the altar window. It was made on silk gauze, colored and designed in crayon. A light was placed behind it for illumination. The third grade planned and made of beaver board the ends to the choir stalls. Other windows in the auditorium were covered with cut-out designs of tissue paper in three shades of blue, one of pink, of rose, and of gold."

The consensus of all teachers reporting dramatizations of "Why the Chimes Rang," was that the atmosphere of a cathedral should prevail, that the service should be simple, and that the audience should participate in the bringing of gifts and in the singing. Effective combining of the traditional "white gifts" with this story was reported by some.

SANTA CLAUS AND THE TOY SHOP

The greater majority of the manuscripts submitted described Christmas activities developed around Santa Claus and his toy shop. It is needless to say that Santa Claus needs no introduction to the children, for they will undoubtedly introduce him themselves through their own conversation. Helen Wilets and Helen Liebmann of Wausau, Wisconsin, are of the opinion that "The teacher should not shatter the children's belief in Santa Claus, but instead should try to impress upon them the idea that the real Santa Claus is the spirit of love expressed in

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giving. The wise teacher will find out what the children's parents teach them about Santa Claus and will proceed from that premise, because many parents believe in making children think that Santa Claus is a real person. Work with parents in trying to show them how to make the children feel that Santa is a make-believe person who loves children and gives them gifts to make them happy. They can play at being Santa Claus, too, and give gifts to those they love."

Edwina Fallis of Denver, Colorado, found a story, "That Important Person, Santa Claus," by Louise Price Bell, published in *The Home Desirable*, which she has had mimeographed and distributed to teachers and parents as an effective explanation of the Santa Claus legend. Part of this story is quoted below:

Betsy, in tears, has just objected vehemently to her mother's (Madge) comment that "Daddy will think Santa Claus is a pretty fine fellow when he sees these!" (numerous gifts which she has bought for the father's Christmas). Betsy between sobs: "There isn't any Santa Claus. . . . There never was any Santa Claus. . . . Irene told me . . . so. She said that mothers and daddies laughed about him when their little girls weren't around. . . . She said . . ." Again the choking sobs.

"Listen, Betsy." Madge's voice was very firm and sure now. "Listen to Mother. Have I ever told you anything that was not true?"

"No—that's what I al-ways . . . thought," sobbed the little girl. "But—Irene . . ."

Madge picked the pajama-clad figure in her arms, carried her across the room to a big chair, settled them both within its arms. All the time she was saying under breath: "Oh God, help me to say the right things . . . so she won't doubt me again."

She wiped Betsy's tear-stained face, smoothed back the tumbled hair, looked straight into the swollen blue eyes . . . and smiled.

"Betsy," she said, "Daddy and I never laugh about Santa Claus when you aren't around. Now, tell me, what is your favorite story?"

"The Three Bears—why, you *know* it is, Mommy!" Her answer was broken by a stifled sob.

"Of course I do," Madge said. "Now, are the bears real?"

Betsy was scornful. "Bears can't talk!" she said. "Wouldn't it be funny if they could?"

"No, the bears aren't real. Neither is Peter Rabbit, nor the three little pigs, nor the gingerbread man. Yet you think they are all lots of fun, don't you?"

"I just love 'em all," the child replied.

Madge went on. "Of course you do. They are lots more fun than they would be if they were real. As you say, the bears couldn't talk, and neither could Peter Rabbit. And the little boy would never have eaten the gingerbread man if he had been real. You see, Betsy, they are all make-believe or they couldn't do the things that they do that make them so much fun.

"It's just like that with Santa Claus, dear. Daddy can't go down our little chimney, nor ride over house-tops. And neither could Santa if he were a *really, truly* man like Daddy. But because he is a make-believe person he can—well, he can do anything. And Christmas wouldn't be Christmas without him. Santa Claus stands for *love*, Betsy, and for thoughtfulness of others, and for kindness; and Christmas is the time when we try more than ever to show those things. And it's much more fun to pretend that a chubby, rosy-cheeked man brings our presents! Don't you think so?"

"Y-e-s," hesitated the little girl. "But—do you mean that Santa Claus is make-believe just like the daddy bear instead of being real like Daddy?"

"That is *just* what I mean, Betsy. He is not real like Daddy but he *is* real like your love for me and our love for Daddy. Those are both pretty real, aren't they?"

"Oh yes!" Betsy snuggled against her mother. "Awfully real," she added happily. Then: "Mommy, you didn't tell me something that wasn't true, then, did you?"

"No, dear, I didn't. Daddy and I believe in Santa Claus just as much as you do. For we believe in the love and kindnesses that he brings at Christmas time. Now, shall we hang up your very largest stocking?" she asked.

Betsy jumped down from the chair, smiling. "Yes," she said. "The very biggest one I have. I guess Santa will wish it was a make-believe stocking when he sees it!"

"I guess he will," agreed Madge, happily.

Mary B. Haynes, first grade critic teacher at the State Teachers College in Farmville, Virginia, describes a play, "The Living Christmas Tree," which was prepared and

presented by her first grade. It is reproduced here as suggestive for toy shop and Santa Claus plays.

The children's interest in the Christmas shops and their anticipation of the visit of Santa Claus led to the impersonation of toys in the rhythms period. They enjoyed having one of their student teachers play Santa Claus and show off his toys.

These experiences were organized into a play which the children gave around the Christmas tree, as an entertainment for their parents. Each child chose the toy that he wanted to represent and, with some help from his teacher, made his own costume. Their interpretation of the toys was entirely original, and their suggestions were used in formulating the dialogue. They were helped to fit Christmas rhymes to familiar tunes when it was necessary. The majority of the songs, however, were chosen from among those already learned.

Scene: A nursery decorated with Christmas greens. A Christmas tree stands at the center back. The children, representing toys, are grouped around the tree.

Characters: Santa Claus, Evergreen Fairies, Four Dolls, Tin Soldiers, Jumping Jack, Books, Top, Teddy Bears, Organ Man and Monkey, Noah and his Animals, Jack-in-the-box, Sticks of Candy.

Santa Claus is just finishing his work. He fills the last stocking, arranges a few of the toys, whistles "Christmas Bells," and stands back to survey the tree.

Santa Claus: I hope nothing has been forgotten. (Looks around the room.) Have the evergreen fairies done their work?

Fairies (stepping down from their places behind the decorations): Here we are, Santa Claus. (They sing)

A Christmas wreath we're twining
As round and round the room we go;
Please watch us as we wind it,
By turning around just so.⁵

(As they sing they wind a wreath in the following way: Eleven fairies join hands and form a line facing the back, the twelfth fairy at the right end of the line faces front. As the music begins, the fairy at the left end leads the line around under the raised hands of the twelfth and eleventh fairies. As the tenth sprite passes under, the eleventh, by crossing his arms, turns

to the front. This continues until all are facing front. The action thus far is exactly the same as in that of the well-known game, "The Thread Follows the Needle." The line now curves until the first and twelfth fairies meet, and the wreath is formed.)

Santa Claus: Good! Good! (The fairies curtsy and scatter themselves about the room.)

Santa Claus: Are the dollies all here? (The four dolls walk stiffly to the front and sing):

Christmas dolls are we,
Pretty as pretty can be,
Our eyes are china blue,
Our hair is golden hue.
(They dance)

First Doll (sings): And I can say mamma like this, "Mamma! Mamma!"

Second Doll (sings): And I can say papa like this, "Papa, Papa."

Third Doll (sings): And I can take off my hat.

Fourth Doll (sings): And I can throw you a kiss.

All (sing): Christmas dolls are we,
Pretty as pretty can be,
Our eyes are china blue,
Our hair is golden hue.⁶

(They walk stiffly back to the tree)

Santa Claus: Where did I put Joe's tin soldiers?

Soldiers (marching as they sing):

Three tin soldiers in a row—

One plays the fife just so, so, so,

One plays the drum, it says, tum, tum,

The third waves the flag to and fro, fro, fro.⁷

Santa Claus: John asked for a Jumping Jack. (Jack gives a great leap, and lands at Santa's feet, giving the old gentleman quite a start.)

Jumping Jack (sings):

Jack was nimble,
Jack was quick,
Jack jumped over the candle stick.
I am nimble,
I am quick,
I can show you a better trick.⁸

(Jumping Jack does some suitable stunt and jumps back to his place by the tree.)

Santa Claus: Are there enough story books to go around? (Books, wearing huge posters, in imitation of the backs of books fastened on the

⁵ "Popular Folk Games and Dances." By Mari Hofer. Chicago: Flanagan and Company.

⁶ "The Cruise of the Trundle Bed." Franklin, Ohio: Elbridge Entertainment.

⁷ "Children's Songs for Every Day."

⁸ "Mother Goose Songs." By Crowninshield.

fronts of their dresses, come out from their places, and sing to the tune of "Yankee Doodle"):

First Book: Jack, the Giant Killer for John

Second Book: Fairy Tales for Stella

Third Book: The baby asked for Mother Goose

Fourth Book: And Jane for Cinderella

Fifth Book: The Jungle Book for little Joe

Sixth Book: And Arabian Nights for Kate, sir

All Books: As lovely books as you could find or care to circulate, sir.

Santa Claus: John asked me to bring him a top. Here it is; come out, Top, and let us see how you can spin. (Santa Claus and the toys sing):

Whirl, Top, whirl!

Spin, Top, Spin!

That's what you were made for

Spin, Top, spin!⁹

Santa Claus: Let's see. How many teddy bears have I put on the tree?

Teddy Bears (turning somersaults, and springing up to bow before Santa Claus): Two, sir.

Santa Claus: Do you think you can get on well enough to live here together?

Teddy Bears: Yes, sir. (They give each other several bear hugs, dance a few steps together, and go back to their places arm in arm.)

Santa Claus: Now let me see if this organ man and his monkey will work right. (Santa winds them up and they advance to suitable organ music; the monkey dances, then holds out his cap to Santa Claus for a penny.)

Santa Claus: This queer looking fellow is Old Man Noah with his ark full of animals. Let's watch some of them come out. (The animals come out two by two.) (Santa Claus and the toys sing):

Here come the animals out of the ark,

Out of the ark, out of the ark,

Here come the animals out of the ark,

We hope the children will like them.¹⁰

(The ark was made of a very large box from which the back had been removed. The animals

marched through it and came out the doors in front, thus creating the illusion that they had all been in the ark.)

Santa Claus: This toy will give the children a surprise. (sings)

Such a funny thing to play with.

See it*unlocks!

Take away your finger,

Out jumps Jack-in-the-box!¹¹

Santa Claus: Well, let's see. I suppose that's all—dolls, soldiers, jumping Jack, books, top, teddy bears, organ man and monkey, Noah and his animals, Jack-in-the-box.

Why sakes alive! I have forgotten the candy! Sticks of Candy (laughing merrily as they run out and hug him about the knees): And we are the sweetest of all! (They sing)

We are sticks of candy, of candy, of candy;

We are sticks of candy as all of you know,

Down from the work shop

Where Santa Claus made us.

We've come to fill the stockings,

Hung there in a row!¹²

(The clock strikes twelve, Santa Claus starts, and the toys run back to their stiff positions around the tree; Santa Claus picks up his pack, and surveys the room.)

Santa Claus: The stockings are filled,

The tree is just right

Merry Christmas to all,

And to all a good-night.

Toys (very softly): Good-night, Santa Claus.

Santa Claus (calling to his reindeer on the outside):

On Dancer, on Prancer!

On Dasher, and Vixen!

On Comet, on Cupid!

On Donner and Blitzer

To the top of the porch,

To the top of the wall,

Now dash away, dash away,

Dash away, all!¹³

(Sleigh bells are heard as Santa Claus drives off.)

¹¹ "The Music Hour in the Kindergarten and First Grade." By Mabel E. Bray.

¹² "I'm a Little Daisy" in *Odd Operas for Eventide*. By W. H. Baker.

¹³ "The Night Before Christmas." By Clement Moore.

Music and Rhythms

THE enjoyment of music is one of the first experiences of a child's life and one in which he seems to take great pleasure. It is natural, therefore, at Christmas time that there should be a wealth of songs and musical games that relate to this gay season.

In selecting songs relating to the Nativity, the teacher must consider the environment and nationality of her group. At least a few of the sacred themes could be used in most cases without giving offense, if they are presented as stories or customs. In choosing music for appreciation, include melodies within the children's understanding, as well as familiar carols. Winter songs and those about jolly old Santa Claus must be given in the right spirit of true enjoyment for all, in both words and action. Rhythms and games of winter activities such as skating, sliding, sleighing, and toys in the toy shop, give a wide scope for developing interest and a fine spirit of fun.

The business of the teacher is to plan her music and rhythm program so as to give a well-rounded picture of winter fun and religious joy, combined and correlated with the idea of Christmas in the mind of the child. (*Adapted from Christmas plans compiled by freshman students at the Wheelock School, Boston.*)

CAROL SINGING AT SCHOOL

Carol singing may be enjoyed by the entire school in general assembly or it may be the particular contribution of one or two grades to the Christmas program. Carols may be sung in processionals and recessionals with the children carrying greens or lighted electric candles, and wearing simple vestments. One teacher reports the effective use of small flashlights concealed in bunches of Christmas greens carried by the children, in place of candles.

Again, carols may be sung informally during the course of a day's activities. If the work is quiet, first one group and then another may sing as it works. Carol singing need not be confined to any one time nor place to be effective and enjoyable. One school reports the singing of carols each morning, during the last week of school before vacation, by a vested choir concealed in the front hall. As the children come into the school house they hear the subdued tones of piano, violin and childish voices, giving their daily half-hour of song. Each grade takes turns in being the morning chorus so that all have an opportunity to participate. Variations are introduced each year—one year there will be a brass choir; another year, chimes; and a third year, a small hand organ will be substituted for the piano. Perhaps gramophone records will be played, or a small music box whose simple, clear tunes give a merry surprise.

For those interested in carol services, the "Fifth Annual Christmas Carol Service" of the Peabody Demonstration School, Nashville, Tennessee, is reproduced below: (All the children from kindergarten through twelfth grade participated.)

A Christmas Carol Service

- Prelude—"Cantique de Noel" . . . Adolph Adam
- "Joy to the World, the Lord Is Come"
- Violin, Clarinet, Piano and Organ
- Processional—"Adeste Fideles"
- Ancient Dance Carol
- "Listen Lordlings" English.
- Fourth, Fifth, and Sixth Grades
- Reading—Luke 2: 1 to 7
- "O Little Town of Bethlehem" Redner
- String Trio and Organ
- "Silent Night" Gruber
- Reading—Luke 2: 8 to 14
- Elementary Grades
- "Westminster Carol" English
- All Grades
- Reading—Luke 2: 15

- "Shepherds Shake Off Your Drowsy Sleep"
..... French
All Grades
- "The First Noel".....French
Woodwind Trio and Organ
- "Come Ye All With Great Rejoicing".....
..... Czech-Slovak
Fourth, Fifth, Sixth, and Seventh Grades
- Reading—Luke 2: 16 to 19
- "Come With Torches".....French
Second and Third Grades
- "Away in a Manger".....Traditional
Kindergarten and First Grade
- "The Slumber Song of the Infant Jesus"....
..... Gaeverst
High School Choir
- "Sleep, Little Dove".....Alsatian
Barbara Gatwood and All Grades
- Reading—From Dicken's *Christmas Carol*
- "Christmas Bells".....Rebikoff
- "Wassail".....English
Junior High School Chorus
- "Christmas Day Is Here".....French
All Grades
- "See Amid the Winter's Snow".....Sir John Goss
Reading—Luke 2: 20
- "O Bienheureuse Nuit".....French
Frances Dickey and All Grades
- Recessional—"Hark! The Herald Angels
Sing.".....Mendelssohn
(Audience remains seated for recessional)

RHYTHMS

Although few of the primary teachers reporting Christmas activities mentioned rhythms as separate parts of their celebrations, several of them described dances which contributed to the more elaborate plays and dramatizations of the sevens, eights, and nines. The older children seem to be interested in having their rhythms part of some bigger plan, rather than as rhythm per se.

Most of the rhythms reported below are those developed by younger children. Miss Peterson and her kindergarten teachers at

Milwaukee describe two simple plots which formed the basis for rhythmic activities:

The children pretend that they are going to the woods to gather greens for decorations. They also cut down a Christmas tree, and horses pull the heavy sled and the tree. When they reach Mary's house, her mother has a party for them; they set up the tree, and dance around it. The music included: "March of the Kings," "Jingle Bells," "Christmas Tree," and "Rustic Dance."

A little girl who is resting falls asleep and all her toys come to visit her in a dream—dancing dolls, running ponies, spinning tops, bouncing balls. As each group of toys appears, appropriate music is played: "Dancing Doll," "My Pony," "Skip and Run," and "Rocking Horse."

Christmas toys seem to be the favorite source of rhythms: whirling areoplanes, jumping-jacks, bouncing balls, dancing dolls, high-stepping ponies, dancing bears, marching tin soldiers, lumbering teddy bears, agile brownies, puffing trains, galloping hobby horses, and chugging trucks and boats. Some of the toys are dramatized in costume—a cap and neck frill for the jumping-jack, a chimney hat and wheels for a train, a strip of cardboard for the wings of an aeroplane, and an impish brownie with a huge cardboard key to wind up the toys. Toy shop activities such as hammering, sewing, and pasting suggest other activities, usually accompanied by singing as well as action.

Other kinds of rhythms than mechanical toys included making a snowman, throwing snowballs, prancing reindeer, whirling snowflakes and stiff icicles, growing fir trees, and all kinds of bells—tiny ones that tinkled and big ones that bonged, with movements suited either to tinkling or bonging.



FROM *The Newcastle Chronicle* of 1770 comes this recipe for a Christmas pudding which was forwarded to Sir Henry Gray: (It was nine feet in circumference and weighed 168 pounds) 2 bushels of flour, 20 pounds of butter, 4 geese, 2 turkeys, 2 rabbits, 4 wild ducks, 2 woodcocks, 6 snipes, 4 partridges, 2 neat's tongues, 2 curlews, 7 blackbirds.

Christmas Greens and Room Decorations

NEARLY every civilized country in the world has a Christmas tree as part of its celebration. Many nations claim the honor of having given the first Christmas tree to the world, but Germany is generally credited with its introduction. Here is one story about the first Christmas tree:

Many legends are told about the Christmas tree. A very old and oft repeated legend tells us that Martin Luther was wandering under a starry sky, through a snow-covered country, one Christmas Eve. As he looked up at the stars through the trees, he was struck by the wondrous beauty of the winter forest, snow-flecked and fresh jeweled. He told his family about it, upon arriving home.

As he was telling them, an idea came to him. He went out into the yard, cut down a fir tree, brought it into the house, put candles on it and lit them. He added colored paper, apples, cookies and sweetmeats, to decorate the tree. Neighbors came in and marvelled at the beauty of the tree. They called it Weihnachtsbaum. Soon everyone had a Christmas tree in his home.

The custom spread throughout Germany, France, the Scandinavian countries and finally to England. Queen Victoria brought the custom to England, or caused the custom to be more general. No one was too poor to have a tree in Germany because it was a land of forests. In England, however, it was a luxury.

The custom of Christmas trees was established in America, by German emigrants, before it was established to any extent in England. Tinsel and colorful balls and gifts now decorate eight million trees in the United States every year.¹

CHRISTMAS GREENS

The use of Christmas greens and wreaths dates back into very early times. The early pagans used branches of evergreen trees to decorate their temples and even in the Old Testament times these greens were used in many religious rites. Holly is traced back to the Romans who sent holly boughs to their friends at the time of the feast of Saturnalia

¹ Quoted from "Facts About Christmas Plants." By Hazel Sequin. *St. Nicholas Magazine*, December, 1936, pages 17-19.

which occurred at about this time of year. The early Christians made the holly into wreaths as a symbolization of the crown of thorns, the red berries representing drops of blood.

Mistletoe has many legends surrounding it. One of the widely circulated ones is that it was a noble tree until Christ's cross was made of it, and since then it has been condemned to live as a parasite on others. (The word "mist" means gloom, and "tan" or toe means twig.)

Mistletoe and holly in the early celebrations were used not only because of their survival at the darkest hour of midwinter, but because the mistletoe, laid upon the altar by priests during the pagan periods, was the signal for opening the doors of the prison for the release of those within; while the holly, slipped under the pillow of a sleeping friend, insured good wishes and rich blessings through the coming year. Rosemary was offered for the healing of the sick because on the flight into Egypt the bare branches of midwinter burst into the blossoms of spring when Mary hung the swaddling clothes of the infant Jesus on their dead branches, to dry in the sun.

ROOM DECORATIONS

Sophie Butler of Brookline, Massachusetts, describes the decorations used in her kindergarten:

As Christmas approaches the children help to make the room more beautiful. Small trees are placed in the chimney corner (the room has a fireplace) and cones, touched with silver and gold paint, gathered in the fall by the children are hung on the tree. Branches of balsom with cones attached are tied together and hung at the windows and doors. Shredded sheets of white tissue paper are used to make snow for the big tree, and some of it covers the "ground" beneath the tree.

Very small Christmas trees on the piano supply the background for the manger scene or

crèche. Gathered about it are tiny figures of angels, each bearing a candle for the Baby Jesus. These figures are similar to those imported from Czechoslovakia—the figures of the Christ Child, Mary, and Joseph are cut with a jigsaw and colored. They are simple to make and are ready for each year.

Over the mantel above the fireplace hangs Rossellini's "Madonna and Child," in color. Each day before the holidays we place a candle on each side of the picture. Birthday candles for the children are placed on the mantel throughout the year, so these candles become the birthday candles for the Christ Child. When all the candles in their brass sticks of varying heights are lighted, and a fire is burning below, a feeling of the spirituality of Christmas results.

From Blanche Ludlum in Mississippi comes this description:

The father of one of the children brought to the kindergarten a Christmas tree which grew on his farm. We decided to use blue and silver for our decoration scheme. On excursions about the campus the children had gathered pine cones, sweet gum balls, acorns, pecans, and walnuts. In the early fall on my first trip to a plantation, I gathered a basket of cotton bolls. They were especially beautiful when dipped in silver paint. After the children had decorated the tree with blue lights, the silver ornaments, and icicles, it was a lovely sight.

The children and teachers gathered branches of pine which had been discarded from the college Christmas trees. These were used to decorate tops of cupboards. Tall blue candles were placed here and there among the greens. Over the ivory colored bulletin boards were hung lacy green smilax which grows wild in our woods. On these bulletin boards were placed Christmas pictures mounted on blue construction paper which matched the candles. Christmas wreaths hung over the doors. These decorations of green, blue, and silver made a pleasing scene of our room with its background of warm battleship linoleum floor covering; ivory walls and furniture, trimmed in brown, and salmon pink window draperies.

Jean Smith of Minneapolis who teaches in a district where there are many Swedish children tells how they made use of Scandinavian customs in decorating their tree:

Our tree was decorated with red polished apples, Christmas cookies, and long tassels of

fringed paper, rolled around sticks of candy, and though we could not light them, old-fashioned colored candles. One small boy even made a "Tompse House" to place near the tree, as his father had done, so long ago in Sweden. To add a final touch, one of the mothers taught us a simple Swedish carol. Outside the window, we placed a sheaf of wheat, making use of the Scandinavian custom of a Christmas tree for the birds.

In almost every instance the teachers reported that the children participated either in buying their own trees, or in selecting them from some friend's woods. Most of the decorations were gathered by the children and tinted or painted by them. When evergreen trees were not available, ingenious teachers helped the children select the proper kinds of bare branches, prepare a starch mixture to make the branches white, and dip them in artificial snow. These whitened bare branches, when placed before a blue, green, or red background and trimmed with colored balls, chains, icicles and cut-out animals, made effective Christmas trees and room decorations, in lieu of the traditional evergreens.

Gilded nuts, stars, paper lanterns, and cornucopias were other types of decorations used, which the children made themselves. A liberal use of tinfoil, collected by the children, made ornaments which took the place of commercial decorations. Of course, there were popcorn and cranberry chains, paper bells, poinsettias, holly, and mistletoe.

Many room decorations included Christmas trees for the birds and the squirrels. For the birds, suet, and bread crumb decorations; for the squirrels, peanuts, acorns, and corn. When more than one tree was not possible, the children frequently dismantled their own and redecorated it for the birds and squirrels. Miss Butler believes that the Christmas tree should be left standing in its gala dress until the children return from their holiday for "more enjoyment comes, and more intimacy with the beauty of the tree, if the children help to dismantle it and pack away the ornaments for another Christmas time."

Bibliography of Stories, Songs, Poems, and Films

THE CONTENTS of this bibliography were contributed by many of the persons listed on page 155, and were edited by a junior committee of students at the Wheelock school, Boston. Some of the material listed in the original manuscripts could not be found for final checking by the students, or was out of print. This accounts for the absence of many of the old favorites in stories and poems.—*The Editor.*

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Films

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Toy Shop. 11 min. 16-sound-sale. Rent, apply Bell and Howell. This film is in color. The sound consists of a musical background.

'Twas the Night Before Christmas. 15 min. 16-silent-\$12. Rent, apply Hollywood Film Enterprises, Inc., 6060 Sunset Blvd., Hollywood.

Wee Anne's Christmas. (Wee Anne Ser.) 15 min. 16-silent-\$25. (Rent, \$1.50.) 1937. Cinegraphic Corporation, Pasadena, California.

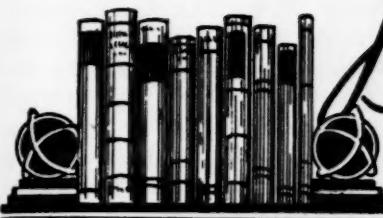
This is another film in the simple series planned especially for little children. Wee Anne and her brother visit a department store where they see Santa Claus. They take gifts to church to be distributed to poor children. Wee Anne writes her letter to Santa Claus. Then the children and their dog, Sandy, hang up their stockings. Santa arrives down the chimney, decorates the tree, and puts out toys. Then follow scenes on Christmas morning.

Preparing for Convention

SINCE school visiting will be an important part of the Association for Childhood Education Convention program which is to be held at Atlanta, Georgia, April 10-14, 1939, we have invited Mr. M. E. Coleman, assistant superintendent of schools, to outline the general aims of the Atlanta elementary schools in the education of young children. Mr. Coleman has listed the following eight aims: (1) A love of school and joy in the fellowship and social activities of school life. (2) Growing a happy, healthy mind and body. (3) The development of those habits of thoughtfulness, kindness and cooperation that will bear fruit in a citizenship able to command its rights as a citizen and equally willing to assume its duties and obligations as a citizen. (4) "Living and growing happily together." (5) Making the school as nearly as possible just what the life of the child ought to be. This means a wide range of interests and activities. It means, too, considerable freedom but not such freedom as operates to the disregard of responsibility, or the consequences. (6) Promoting such a relationship between school and the home as will influence the latter to seek the same goals of healthy, happy living and growing together. (7) Not all knowledge but some knowledge and a deep thirst for more knowledge; not mastery of all the tools of learning but a usable knowledge of the simplest of these tools and a desire for further mastery. (8) Opening the doors of the classroom so that the child may see and enjoy the good things going on around him.

The Executive Board of the Association met in Washington November 25 and 26 to complete plans for the convention program which will be announced soon. Everything points to a record attendance and an excellent program.

Editor, ALICE TEMPLE



Book... REVIEWS

FIT TO TEACH. A STUDY OF THE HEALTH PROBLEMS OF TEACHERS. NINTH YEARBOOK, DEPARTMENT OF CLASSROOM TEACHERS, NATIONAL EDUCATION ASSOCIATION. By *Ninth Yearbook Committee, Mary D. Barnes, Chairman.* Washington: National Education Association, 1938. Pp. xi+276.

It might seem, on first thought, that considering the available books on health, some of which are devoted to teacher health, another would prove to be a drug on the market. The authors of *Fit To Teach*, however, found too little material dealing specifically with the problems of teacher health, and that such material as was available was lacking in definiteness. Certainly, a study such as this, made by teachers themselves, is sure to be more widely read by those to whom it is addressed than any previous publication on the subject.

The study is based on the best information to be found in earlier publications, together with new data secured through answers to questionnaires sent to five different groups; namely, classroom teachers, school physicians (a few who have done outstanding work), presidents of local teacher associations, school superintendents, and elementary and secondary school principals.

The early chapters of the book deal primarily with the health of individual teachers—their health status, their personal health practices, their mental and spiritual health. One notes with satisfaction that in spite of general opinion to the contrary, "all available evidence seems to suggest that teachers, generally speaking, have as much good health as they probably would have enjoyed if they had entered some other vocation." Only 15 to 20 per cent of them "lack the kind of vigorous health needed for successful classroom work." Nevertheless, so important is the teacher's health for the sake of the children

under her care that no effort should be spared to reduce this percentage.

Following chapters discuss the school and out-of-school environment in their effects on the teacher's health, what communities and professional organizations are doing and should do to promote the health of teachers, the responsibilities of teachers colleges in these respects, and health as an important factor in the certification and promotion of teachers.

Statistical tables throughout the book make clear the facts upon which conclusions are based. In practically every case where conditions are criticized, constructive and workable suggestions are offered for their improvement. Thus this book should prove highly useful, not to teachers only, but to all others who are in any way responsible for their welfare.—A. T.

HIGH, WIDE AND DEEP—Discovering The Pre-school Child. By *Madeleine Dixon.* New York: The John Day Company, 1938. Pp. xix+300. \$3.00.

As in *Children Are Like That* so in this more recent volume, *High, Wide and Deep*, Madeleine Dixon catches the spirit and wonder of childhood as few writers are able to do. Children live through her pages in their natural and fascinating ways so that readers of the book, whether students, teachers, or parents, are refreshed and stimulated to observe and study children first-hand for themselves. As salt is to the morning oatmeal, so are Miss Dixon's writings to the literature about children.

"We must learn about children from children." Miss Dixon has unusual ability to put real children into her books—lively, interested, joyous, wondering, curious, exploring, creative little people—and to portray them in their efforts to reach high, wide and deep.

Part One is filled with scenes and episodes of little girls and boys ranging in age from two

to five. These scenes and episodes cover the wide range of interests and activities of children of pre-school age, the reading and study of which will help any adult to understand, appreciate, and provide intelligently for children. It is good reading.

Part Two takes the reader into a further consideration of the fundamental needs of young children, whether they are at home or at school, and into more discussion of the role that adults may play in the lives of children that they may live fully. This portrayal of how the child becomes what he is through experiences and guidance will help parents to a more intelligent appreciation of their teaching role.—*Marie B. Fowler, New York State College of Home Economics, Cornell University.*

CHILDREN'S PLAY INDOORS AND OUT.

By Elizabeth F. Boettiger. New York: E. P. Dutton and Company, 1938. Pp. 189. \$2.00.

Here is a book which teachers may recommend unhesitatingly to parents of children two to seven years of age. In it the author presents a home-play setup for "play that provides ample and varied physical activity; that gives the opportunity for exploration and achievement; that fulfills intellectual and emotional needs; and that allows wholesome social contacts." (p. 14) Constructive suggestions are given throughout concerning play materials and activities for children of different age levels; first toys and later toys, block-building, picture-making, clay-modeling, woodworking, music-making, etc. How to make or secure necessary materials at least expense, characteristic uses which children make of these materials, the importance of allowing children to develop independence through their play, when and how to give guidance are among the matters discussed.

In the latter part of the book, space and equipment for out-of-door play are fully treated, together with suggestions concerning valuable play possibilities offered by the outdoors itself. In this section are included excellent suggestions concerning gardening and pets.

While this book is addressed primarily to those responsible for children's home-play life, young and inexperienced classroom teachers will find much of value in it.—*A. T.*

THE WONDER-STORY BOOKS: I Know a Story. It Happened One Day. After the Sun Sets. By Miriam Huber, Frank Salisbury, and Mabel O'Donnell. New York: Row, Peterson and Company, 1938.

This is a second set of readers in the *Reading Foundation Series* in which a number of the traditional stories have been rewritten and thus adapted to the reading ability of children in the primary grades.

After what seems to be an overdose of factual material in modern readers, these books will be welcomed, doubtless, by both children and teachers. *I Know a Story* is well named. Most children who have attended kindergarten will be familiar with many of the stories in it and will probably enjoy the new experience of reading them. Certainly they will be delighted with the lively and colorful illustrations by Florence and Margaret Hoopes. But neither these nor the tales in the other two books should be accepted as substitutes for the telling or reading aloud by the teacher of some of the best folk-lore material which children are able to appreciate, but are not yet able to read with the ease necessary for complete enjoyment.

Among the stories in these three books are many of the best of the traditional tales. It seems to this reviewer, however, that certain others might well have been omitted. *Little Red Riding Hood* is a conspicuous example. The adaptations and particularly the illustrations of *The Three Little Pigs* in the second reader show very decidedly the influence of the Walt Disney movie. The pictures in this book are by Mary Royt and those in the third reader are by Nellie H. Farnum and Mary Royt.—*A. T.*

TEACHERS AND BEHAVIOR PROBLEMS.

By E. K. Wickman. New York: The Commonwealth Fund, 1938. Pp. 40. \$.25.

This pamphlet is a digest of the author's book, *Children's Behavior and Teachers Attitudes*, published in 1928 and reviewed in *Childhood Education* at that time. It is the answer of the Commonwealth Fund to the numerous requests for a summary of the earlier volume. While it does not contain the "supporting data and full interpretations" of the latter, the main points of the original study are included.

BOOKS FOR CHILDREN

Editor, MAY HILL ARBUTHNOT

THE GREAT STORY. *From the authorized King James Version of the Bible. New York: Harcourt, Brace and Company, 1938. Pp. 101. \$2.00.*

The story of the life of Jesus is told in a continuous narrative from the annunciation through the resurrection. It is, perhaps of necessity, a selection of episodes and sayings from the four Gospels rather than a complete record, and probably no two people would agree on what should be omitted. However, this compilation moves smoothly and gives a sense of completeness.

The book is distinguished by fifteen reproductions in full color of paintings by famous artists. These are marvels of beauty and make an unforgettable addition to *The Great Story*. For children eight to twelve years old.

IT'S PERFECTLY TRUE AND OTHER STORIES. *By Hans Christian Andersen. A New Translation by Paul Leyssac. Foreword by Hugh Walpole. Illustrated by Richard Bennett. New York: Harcourt, Brace and Company, 1938. Pp. 305. \$2.00.*

This translation of Anderson's stories reads as if the tales were being told; which is, of course, what Anderson intended and what Mr. Leyssac does with the stories, both in recitals and by radio. The pictures by Richard Bennett fit the characters and mood to perfection and have superb vigor and clarity. This is a distinguished edition of twenty-eight of the most popular tales.

No one should tell an Anderson story without comparing translations. The edition published last year by the Oxford University Press is an excellent one and these two editions are particularly good for such a comparison, because each has certain virtues lacking in the other.

THE UMBRELLA THAT GOT WET. *By Ann Told and Rosalie Slocum. New York: Oxford University Press, 1938. Pp. 56. \$1.25.*

Linda receives a new umbrella, new shoes and a new smock with a patch pocket. Around these articles of celestial newness the authors build

three little stories that will amuse children two to six years old. Each episode is genuinely child-like; as, for instance, Linda's struggle to keep the umbrella from getting wet and her final efforts to get them all into bed with her. These little stories will be fun to read aloud, and Rosalie Slocum's pictures add to their interest.

HELLO, THE BOAT! *Story by Phyllis Crawford, Pictures by Edward Laning. New York: Henry Holt and Company, 1938. Pp. 227. \$2.00.*

The Julia Ellsworth Foundation was established in 1934 to encourage the production of better literature for children. Each year it offers a \$3,000 award for the best book for children, sent in before the 31st of March. This year the prize manuscript was chosen from 1,616 and goes to Phyllis Crawford for her book, *Hello, The Boat!*

Miss Crawford is a librarian by profession, with a thorough familiarity with children's literature and two years of research in the field of American backgrounds. Her story deals with the Doak family and their storeboat, in which they have some exciting adventures and manage to achieve prosperity as they travel from Pittsburgh to Cincinnati.

The book is factual rather than literary, but there is plenty of action and a racy tang to the scene and characters that children from ten years old to twelve will thoroughly enjoy.

PEDRO'S COCONUT SKATES. *By Esther Wood. New York: Longmans, Green and Company, 1938. Pp. 191. \$1.50.*

Delightful as Miss Wood's *Great Sweeping Day* was, *Pedro's Coconut Skates* is even better. Pedro lives with his grandmother in Manila and there his "satiabable curiosity" gets him into so many scrapes that even his doting grandmother is relieved when he goes to live with his uncle Manuel's family in the country.

This story, besides having humor and lively action, is particularly happy in revealing fine human relationships without moralizing. An excellent story for seven- to ten-year-olds.

Editor, RUTH BRISTOL



Among... THE MAGAZINES

GUIDANCE AT THE ELEMENTARY LEVEL. By Gertrude P. Driscoll. *Teachers College Record*, October, 1938, 40:25-33.

This very helpful article points out that the elementary years are *the* period for personality development. "Personality patterns are well marked but at the same time fluid as compared to the patterns of adolescents and young adults."

Dr. Driscoll defines guidance as a process of education by which the growth and development of the individual child are given major emphasis. She believes that educators and psychologists must cooperate closely if sound methods for stimulating emotional growth are to be found, and that a guidance program must provide remedial help for children who are handicapped in any one aspect of growth. Behavior of children, rather than the course of study, has become the focus of attention.

Dr. Driscoll discusses three major points which are significant for child guidance in the elementary school: first, that personality development is closely related to all factors of growth. Second, that early childhood experiences are significant in their effect upon later behavior, and third, that emotion affects thinking and motivation of the individual.

DEPENDENCE AND INDEPENDENCE. By Elizabeth Healy Ross. *Child Study*, October, 1938, 16:10-12.

A major problem in child guidance sensibly discussed. "We know how strenuous and uneven growth is and can permit children's rest between major spurts without turning the temporary plateaus of growth into chronic lowlands. Whatever we do we are trying to be sure that our children feel that they are people, not inadvertent adjuncts. We aim for standards that are clear, yet not frozen into unalterable molds. We hope to be sure that children will try themselves

out in effortful dealings with malleable things and people. And we trust that a gradual increase in opportunities to use their feelings, bodies, and brains will produce those skills that affirm a many-sided sense of selfhood through competence."

"Obviously, there are no clear-cut right and wrong ways to provide security—for independent growth. For, having granted children a genuine internal life, we have also granted them their individual ways of dealing with everything that happens, their independence in setting their own speed."

INTEREST INVENTORY IN DIRECTING CHILDREN'S READING. By Paul Witty and David Kopel. *Education*, September, 1938, 59:11-16.

"Curricular content, many educators assert, must deal with children's problems, needs, and interests if it is to have functional significance and immediate meaning and application." Faron's attempts to discover children's interests and needs are described in this article, together with an interest inventory and a diagnostic child study. Such studies are peculiarly valuable in attempts to help the child who is having difficulty in reading.

SOME ILLUSTRATIONS OF EXTRA-CURRICULAR ACTIVITIES IN AN ELEMENTARY SCHOOL. By N. Robert Ringdahl. *School Activities*, September, 1938, 10:7-8.

Children in the elementary school need more responsibility. Mr. Ringdahl describes how he as principal of an elementary school is working to increase the opportunities for boys and girls to assume responsibility. Research in child guidance is showing increasingly what responsibility does for child growth, and our best nursery schools show what amazing power even our youngest can attain.



Editor, JOHN A. HOCKETT

Research..

ABSTRACTS

A STUDY OF THE RELATIONSHIP BETWEEN DISCIPLINE AND PERSONALITY TRAITS IN LITTLE CHILDREN. By Mary Ellen Ayer and Robert G. Bernreuter. *Journal of Genetic Psychology*, March 1937, 50:165-170.

Eighteen children from homes of the professional and merchant class attending a college nursery school and 22 children from homes on the minimum of subsistence level enrolled in an emergency nursery school were the subjects of this study. Each child was given a personality rating by at least three teachers or competent raters. Four of the Merrill-Palmer Rating Scales were used, as follows: Sociability with Other Children, Attractiveness of Personality, Tendency to Face Reality, and Independence of Adult Affection or Attention. The ratings of the children in the college nursery school were higher on all these scales, significantly higher on the first three. The emergency nursery school children were more variable.

An interview was held with the parents of each child in order to determine the kind and amount of discipline used in the home. Eight types of discipline were recorded, as follows: physical punishment, ignoring or isolating the child, natural result of child's act, making the child afraid or worried, rewards, doing first thing that pops into parent's head, displaying temper in order to get child to conform, penance such as requiring child to sit on chair or go to bed. The frequency of use of each of these types of discipline was recorded on a five-point scale ranging from "never" to "all the time." Penance, temper, and the first thing that pops into parent's head are methods used much more frequently, and physical punishment and worry considerably more frequently, by parents of the emergency school group. Parents of the college school group use natural result somewhat more frequently and isolation slightly more frequently than the other

parents. Rewards are used about equally by the two groups.

In order to compute biserial coefficients of correlation, the "never" and "hardly ever" scores were classified in one group and the "now and then," "quite often," and "all the time" scores in the other. Correlations were computed between the type of discipline used and the personality ratings of the children. In children used to frequent physical punishment, less tendency to face reality is revealed and more dependence upon adult affection and attention. The use of isolation as a disciplinary measure is correlated with a tendency for children to be less sociable. Natural result seems to be a satisfactory means of discipline since it shows a definite positive relationship with attractiveness of personality, tendency to face reality, and independence of adult affection or attention. Rewards seem to be related to more sociability on the part of children.

Parents who make their children worried and afraid in order to discipline them seem to detract from attractiveness of personality, from the tendency to face reality, and to encourage dependence on adult attention. Doing the first thing that pops into one's head shows a definite negative relationship with each of the four personality factors. Temper seems to make children less sociable, to face reality less, and to have less attractive personalities. Penance is negatively correlated with facing reality.

If the results of this study are shown to be valid, proof will be available that several common types of disciplinary measures tend to produce undesirable personality characteristics.

AN ANALYSIS OF THE SOCIAL CONTACTS OF PRESCHOOL CHILDREN WITH THE AID OF MOTION PICTURES. By Karl S. Bernhardt, Dorothy A. Millichamp, Marion W. Charles, and Mary P.

McFarland. Toronto, Canada: The University of Toronto Press, University of Toronto Studies, Child Development Series, No. 10, 1937, p. 53.

There are two parts to this investigation. The first part is an attempt to appraise the function and value of the motion picture camera in studying the behavior of young children. Three groups of five children each were observed during two five-minute periods each month for four consecutive months. Two observers independently recorded the behavior of the five children in the group on specially prepared record forms. Motion pictures were taken at intervals during each observation with a 16 mm. camera. A third person operated the camera whenever the social situation became complex and difficult to record.

Two sets of data were thus obtained: from the observers' records, and from the motion pictures. The average agreement between the records of the two observers was 82 per cent. The motion picture records increased the actual data by about 70 per cent, showing that even when two observers are recording simultaneously the activities of a given individual, a considerable amount of data is missed.

It was found that the additional data contributed by the motion pictures did not materially change the description of social behavior of the group recorded by the observers. The additional data did, however, modify the picture of the social behavior of individual children. The evidence from the motion pictures also showed many variations in behavior not included in the observers' records.

The authors conclude that the use of motion pictures is valuable to supplement the records of the observers when social behavior is complex. They also point out the several advantages of having a permanent record of the behavior of the group in order that the same behavior elements may be studied over and over again and in order to compare with later records of the same individual or group.

The second half of the study reports an at-

tempt to discover age differences in frequency and types of social behavior and to ascertain individual patterns of social behavior. The three groups, of five children each, averaged 25 months, 29 months, and 40 months in age. Correlations were determined of the frequency of certain types of behavior compared with age. Correlation between age and vocalization is given as .81, showing a strong tendency for talking to increase with age. Five types of behavior decreased with age, with correlations as indicated in each case, as follows: (1) watching other children ($-.70$); (2) unco-operative use of material, involving interference or disagreement ($-.70$); (3) approach to and forced withdrawal from other children, involving sitting or kneeling beside another ($-.64$); (4) physical contact, such as hitting, pushing, pulling ($-.38$); (5) adjacent use of material or parallel play ($-.20$). Co-operative use of material and use of gestures showed little relationship to age. Changes noted in each group over the four-months period confirmed the trends just stated.

The contacts of each child directed to and received from the four other children in his group were also analyzed. The contacts of four of the children were about equally distributed among the other four in their groups. In general these children had fewer than the average number of social contacts. Eight children had a high proportion of contacts with one of the other four. Six directed many more contacts to two of the children than to the other two. The two-year-olds tend to exhibit the type of behavior directed equally to the others in the group or with increased contact with one other child. The three-year-olds tend to exhibit the more complex behavior represented by a large number of contacts directed to two other children.

Although wide variations in individual patterns of behavior are seen even at the two-year level, the authors not only discover a change in the form and complexity of behavior patterns as children mature, but also specify some of the detailed changes which take place.



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MARY E. LEEPER



News... HERE AND THERE

NEW A.C.E. BRANCHES

Columbus-Muscogee Association for Childhood Education, Columbus, Georgia
Calumet Township Association for Childhood Education, Gary, Indiana
Iowa City Association for Childhood Education, Iowa
Sioux City Association for Childhood Education, Iowa
Kutztown Association for Childhood Education, Pennsylvania
Marion County Association for Childhood Education, Tennessee
Waxahachie Association for Childhood Education, Texas

KINDERGARTEN POSTERS

In December and January the kindergarten centennial posters showing the development of early childhood education during the last hundred years will be in California. A.C.E. Branches and other responsible groups in that state who would like to exhibit the posters should write to Norma Britton, 750 Warfield Ave., Oakland, California.

In March, April, and May the posters will be in the New England States. Frances M. Tredick, 1454 Beacon Street, Brookline, Massachusetts, will care for routing, and requests of New England groups should be sent directly to her.

A.C.E. Headquarters in Washington, D.C., would be glad to hear from those interested in having the posters as they go east in February through the northern and central states.

ANOTHER UMBRELLA BOOK

For some time the Literature Committee of the A.C.E., under the direction of Mary Lincoln Morse, has been working on a collection of modern fanciful tales to be known as "Under the Magic Umbrella." This fourth volume of the Umbrella series is now nearing completion and a contract has been made with The Macmillan Company for its publication. Watch this page for date of release.

A.C.E. TRAVELERS

October was a busy month for officers and staff members of the A.C.E. Jennie Wahlert, president, visited Knoxville, Tennessee; Buffalo, Albany, Syracuse and Utica, New York; Indianapolis, Indiana; and met with members of the Missouri A.C.E. in the Ozark Mountains. Helen R. Gumlick, vice-president, attended meetings of primary teachers in Great Falls, Lewistown and Billings, Montana. Beryl Parker, secretary-treasurer, talked to groups in Maine and at Norfolk, Virginia. Frances Mayfarth, editor of *Childhood Education*, spoke at a luncheon meeting in Charlotte, North Carolina. The Executive Secretary met with groups in Charleston, West Virginia, and Nashville, Tennessee.

Story Parade SUPPLEMENT

Story Parade, Inc., has published a special bulletin on classroom and library use of the magazine. Included is a tentative outline of the content of Volume III, 1938-39. Teachers may secure this supplemental bulletin by writing to Story Parade, Inc., 70 Fifth Avenue, New York City.

TEACHERS UNION CONFERENCE

Practicing democracy and the necessity for curriculum changes in the schools was the theme of a conference on early childhood education held by the Teachers Union, Local 5, New York City, on October 15, 1938, with Ruth Andrus as chairman. Parents, psychiatrists, pediatricians, teachers and administrators of both public and private schools discussed the needs of children in early childhood and curriculum changes in content and procedure necessary to meet these needs. Other points emphasized were: The activity school, smaller classes, teacher-participation in curriculum making; teacher participation in the formulating of policies; cooperation of parents and teachers in bringing about needed

changes; the need for courage and determination in building a new and vital curriculum.

Frances Mayfarth, editor of *Childhood Education*, attended the conference.

WPA NURSERY SCHOOLS

All over the country community agencies are accepting more and more responsibility for the operation of WPA nursery schools. Hospitals, physicians and public health departments, city councils, civic clubs, the American Legion, Federation of Women's Clubs, state vocational education departments, home economics and extension services, libraries, welfare agencies and parent-teacher associations are among the agencies contributing to the development of these schools.

In the summer of 1938 institutes were held in almost every state, at which the problems of teachers were discussed, new methods proposed, and materials produced for use during the coming year. At these conferences help, guidance, and cooperation were given by individual consultants, college or university faculty members, and representatives from the various permanent community agencies. Frequently school libraries were kept open and state traveling libraries furnished books for the use of teachers. In many instances joint conferences of nursery school and adult education teachers resulted in a better coordination between the two programs.

YOUTHBUILDERS

Toys, books, newspapers and motion pictures are among the subjects discussed in publications of Youthbuilders, Inc., an organization devoted to education for good citizenship. Information about these inexpensive materials may be secured from Youthbuilders, Inc., 220 Fifth Avenue, New York City.

SCIENCE EVERYWHERE

The American Association for the Advancement of Science has appropriately chosen for its December 20 broadcast "Scales, Needles, and Cones." Children will be interested in learning about and later identifying the kinds of Christmas trees they will see in their own and other homes during Christmas week. This broadcast comes to you every Tuesday from 2:00 to 2:30 P.M., E.S.T., over the NBC Blue Network. For

information write to Science Everywhere, Washington, D.C.

RADIO SCRIPT EXCHANGE

The Office of Education, U. S. Department of the Interior, announces the publication of a catalog listing 181 radio scripts available to educational groups through the Educational Script Exchange. With the aid of these scripts schools and colleges in forty-two states have produced more than 3000 radio programs over local broadcasting stations in less than two years. Some of the subjects included are history, literature, the sciences, industry, discoveries, current events, economics, safety, civil liberties, government, travel, music, and international relations. The Exchange has also issued a "Handbook of Sound Effects"; a radio manual which gives suggestions for arrangement, organization and production of radio programs; and a glossary of commonly used radio terms.

EDUCATIONAL POLICIES COMMISSION

A recent book which gives promise of contributing to a significant forward movement in education is *The Purpose of Education in American Democracy*, the third major pronouncement of the Educational Policies Commission. This volume, a statement of what the schools of the United States should try to accomplish and the things which need to be done if these purposes are to be realized, completes the trilogy on "Education in American Democracy" published by the Commission. Copies of this and the preceding volumes, *The Unique Function of Education in American Democracy* and *The Structure and Administration of Education in American Democracy*, can be obtained from the Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, D.C. Price 50¢ each; discount on quantity orders.

A.C.E. BRANCH NEWS

Arkansas: From the A.C.E. page of the Journal of Arkansas Education we quote these ten suggested activities for A.C.E. Branches:

1. Invite parents to a meeting planned for them.
2. Each member visit at least five homes in which there is need for better parent-teacher understanding.

3. Each member read five recent children's books.

4. Compile for parents a list of desirable children's books.

5. Survey educative experiences children have outside school and discuss to what extent they contribute to school curriculum.

6. Promote interest in games that are easily made and played in homes.

7. Encourage work of WPA Nursery Schools wherever appropriate.

8. Cooperate with parents and community theater officials to secure more wholesome movies for children.

9. Sponsor weekly story hour for children at the public library.

10. Promote interest in music in elementary schools by sponsoring musical programs using best community talent, and by study and group discussions.

California: In A.C.E. Headquarters office at Washington, D.C., hangs a lovely oil painting of California desert and mountains, "The Angel of Mt. San Jacinto," by Joane Cromwell. It is the gift of the California A.C.E. to the Association and the accompanying card reads: "To the cause of childhood and the splendid work that the Association for Childhood Education is doing for the workers and the children of our nation, the California Association for Childhood Education gratefully dedicates this gift."

Georgia: An A.C.E. Branch in our 1939 convention city, Atlanta, Georgia, sends this news of its carefully planned program for the year:

"The Atlanta Kindergarten Alumnae Club has chosen 'Community Contributions to Childhood Education' as the theme for the year's program. In reading the report of the Committee on Resolutions we could think of no better way to focus our attention on community agencies than to hear representatives of various groups tell of their work in welfare, protection and education of young children.

"At the October meeting the speaker was a member of the Junior League who told about the speech clinic sponsored by the League. So much interest was aroused that some of our members visited the clinic the following week, spending a very profitable day. Other speakers to be heard on the program will be from the Fulton County Medical Association, the Child Welfare Associa-

tion, and the Atlanta Ministers' Association. A representative of the Atlanta Woman's Club will discuss 'Better Films for Community Theaters,' and the child welfare work of the American Legion will be the topic for another meeting.

"The February meeting will be held at the Child Development Center of Atlanta University, where a Negro teacher will explain the work being done among the Negro children in that vicinity."

Indiana: The 1938-39 Yearbook of the Muncie A.C.E. is easily carried in pocket or handbag. A three by five inch loose leaf book contains printed information on officers, committees, membership, history, purpose, allocation of dues, and the program for the year, giving the place, date, chairman and type of each meeting. A very convenient feature is the supply of blank pages for notes and memoranda.

Ohio: A letter from the Athens A.C.E. tells of two ways in which they serve the members of their group: "We have a traveling kit of children's books which is passed along from one teacher to another for a specified period. At Christmas we make a mimeographed folder of songs, stories, and poems. These are available to teachers during the Christmas season when libraries are so busy."

AN A.C.E. QUESTION BOX

Did you receive a copy of the 1938 Yearbook a few weeks ago? If you are a contributing or life member, the president, secretary or publications representative of a Branch, the answer is "Yes."

Do you know how many members the Association has? Jennie Wahlert, in her letter on page 5 of the Yearbook, says that it now has over 30,000 members and that 26,500 of these are members of the 348 state and local groups.

How many committees are working for the A.C.E. and what do they do? Twenty-seven committee chairmen and three consultants report in the Yearbook what they accomplished last year.

How can you help the Committee on Equipment and Supplies prepare its new bulletin on the use of waste and inexpensive materials? By reading the report of the Committee on page 17 of the Yearbook and by sending in a list of materials and their uses.

Are you familiar with the purpose of the Association? Review Article II of the A.C.E. Constitution, on page 56 of the *Yearbook*.

What are some of the immediate concerns of the Association? See report of Committee on Resolutions, page 23 of the *Yearbook*, under four topics: Expansion of educational programs; legislation for welfare and education; improvement of teaching; and professional stimulation.

Do you know about the finances of your Association? Maycie Southall, secretary-treasurer, tells about this on page 8 and the auditor on page 52 of the *Yearbook*.

Who are the people who attend the A.C.E. conference and from where do they come? At the 1938 convention thirty-five states, the District of Columbia, Puerto Rico, and six foreign countries were represented. (See page 17 of the *Yearbook* for further details.)

Where are A.C.E. Branches located and who are their presidents? They are listed in the *Yearbook*, beginning on page 36.

Where can you turn for a general survey of the work of the Association during the past year? To the report of the Executive Secretary, on page 9 of the *Yearbook*.

Are you a shareholder in the Association for Childhood Education? Yes, if you are a contributing, life, or Branch member.

Who is a contributing member of the Association (international)? One who pays \$1.00 a

year to A.C.E. Headquarters in Washington and receives each year two professional bulletins and the *Yearbook*, a subscription rate of \$2.00 to *Childhood Education* (to non-members \$2.50), personal information service and other privileges.

Who is a life member of the Association (international)? One who pays \$25.00 to A.C.E. Headquarters in Washington, and receives all the privileges of contributing membership during his or her lifetime.

Who is a Branch member? One who pays dues to a local group (10¢ of which is sent to A.C.E. Headquarters), has access to the *Yearbook*, bulletins and *Branch Exchange* sent to Branch officers, and is entitled to a subscription rate of \$2.00 to *Childhood Education* (to non-members \$2.50), and personal information service.

May one person be both a Branch and a contributing or life member? Yes. By paying contributing membership dues or the life membership fee direct to A.C.E. Headquarters in Washington, and Branch membership dues to the treasurer of her local Branch.

Who is eligible to contributing and Branch membership in the Association? Anyone interested in the education and welfare of young children. Some Branches have as members nursery school, kindergarten and primary teachers; others include teachers from all the elementary grades. Principals, supervisors, training teachers and superintendents are often members.

46th

Annual Convention ASSOCIATION for CHILDHOOD EDUCATION

1939



Study Conference for Teachers of Young Children
"Living and Learning in School and Community"

ATLANTA, GEORGIA

Headquarters Hotel: Atlanta Biltmore

APRIL 10 TO 14, 1939

Week following Easter

FOR INFORMATION, ADDRESS
THE ASSOCIATION FOR CHILDHOOD EDUCATION
1301 14TH STREET, NORTHWEST, WASHINGTON, D. C.

